



Evaluation of the Social Sciences in Norway

Report from Panel 1 – Geography

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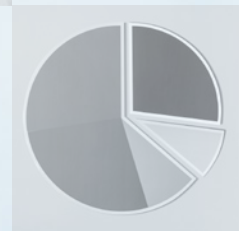
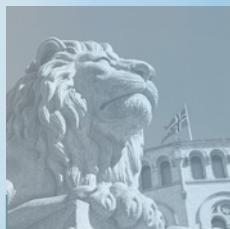
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Evaluation of the Social Sciences in Norway

Report from Panel 1 – Geography

Evaluation
Division for Science and the Research System



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Foreword

In 2017, the Research Council of Norway (RCN) appointed six panels to undertake a wide-ranging field evaluation of Social Sciences research in Norway. The panels comprised independent social scientists from a range of European countries. Each panel covered a specific research area within the social sciences. The panels worked from April 2017 until April 2018.

The Research Council commissioned the Nordic Institute for Studies in Innovation, Research and Higher Education (NIFU), Oslo, Norway, to provide scientific and project management support for all six panels. The NIFU team consisted of Mari Elken, Inge Ramberg, Vera Schwach and Silje Maria Tellmann, with Schwach as the head of the team.

Panel 1 was responsible for assessing research in geography in Norway and the results of this assessment are presented in this report. The panel included six members: Professor Andy Pike, Newcastle University; Professor Ann Varley, University College London; Professor Ari Lehtinen, Eastern University of Finland; Professor Gunnel Forsberg, Stockholm University; Professor Ole Mertz (Chair), University of Copenhagen; and Professor Timothy Forsyth, London School of Economics and Political Science. The panel was assisted by a secretary, International Coordinator Dr Andreas Egelund Christensen, University of Copenhagen.

Executive summary

Panel 1 evaluated a total of 12 institutions, encompassing 9 different research groups, and 192 listed researchers who carry out geography-oriented research. Geography in Norway is a dynamic and broad discipline ranging from climate-focused research to economic and social geography. There have been numerous institutional changes in recent years, and today, geography in Norway is typically rooted in two types of institution – long-established universities where geography is an independently defined discipline, and research institutes where geography is typically integrated in an interdisciplinary research environment. Although the present social science evaluation mainly addresses human geography, some institutions also submitted physical geography research to emphasise geography's interdisciplinary focus. In general, however, physical geography research undertaken in Norway is not addressed in this evaluation.

The institutions are generally well funded and have access to research infrastructure of high quality that will enable them to move in the direction of large-scale interdisciplinary initiatives, such as cloud computing and big data centres. Most institutions are highly dependent on various types of RCN funding, and more diverse sources of funding would be beneficial in terms of increasing the total resources available. Most institutions are increasing their focus on applications to international sources such as the EU, but, for some institutions, international collaboration may need to be intensified in order to access such funding. The research institutes are highly dependent on short-term external funding, including commissioned work, which carries the risk of inhibiting their ability to undertake more basic research or to develop the theoretical aspects of their work. Opportunities to increase the share of more long-term funding would be of great scholarly value.

In terms of human resources, some institutions, especially those located outside the main cities in southern Norway, see recruiting and retaining the highest quality researchers as a challenge. Recruitment mostly follows a rather classical model of mainly hiring at senior level, but the panel welcomes the experimentation by several institutions with early career 'tenure-track' models, whereby researchers are retained at an earlier stage of their careers. Employment of high-profile researchers on time-limited, part-time contracts ('professor 2s') is also frequently used, but the success of this model varies and care needs to be taken to ensure that these external hires contribute to the Norwegian research environment and fully credit their Norwegian affiliations in their publications.

The production and quality of geographical research in Norway is assessed as good to very good, with several groups aspiring to levels of world-leading excellence. There are also a few groups that produce work of moderate standard that does not speak to a sense of strong intellectual drive. The research addresses a broad range of issues, with particular emphasis on climate change and its impacts and transnational migration. There is generally a strong focus on very good empirical work, with a geographical focus on Norway (including increasing attention to the Sámi regions) and on countries in the Global South. Most institutions seek to place their work in high-quality publication outlets, and the bibliometric evidence indicates that Human Geography research in Norway performs on a par with or even slightly above the OECD and Nordic norm, and marginally better than Norwegian social science overall. For some institutions, further efforts to ensure that research is published in articles in leading international journals or in monographs published by the major international book publishers could be useful. Some institutions mentioned their ongoing commitment to publication in Norwegian as a reason for this. The panel commends that publication in Norwegian is maintained and acknowledges that this dual obligation limits the time that can be dedicated to focusing on international publication.

The societal relevance of geography research in Norway is generally very high, but there is an uneven understanding among the institutions of the meaning of impact, including the process of providing evidence for impact. Most institutions and research groups provided impact cases that mainly describe their research in policy-relevant fields and used indicators of dissemination of this research in order to demonstrate impact. This differs from impact assessment approaches that define impact in terms of actual changes that have occurred as a result of research, such as new policies, or changes in social practices. Although some excellent cases were presented, it was generally difficult to assess the impacts of the research because few of the impact case studies presented examples of actual changes. The panel also acknowledges, however, the difficulties of providing evidence for research impacts that may be difficult to disentangle from other impacts and often only materialise in the long term.

Sammendrag

Panel 1 evaluerte totalt tolv institusjoner, som omfattet ni forskningsgrupper og til sammen 192 forskere som utfører geografiorientert forskning. Geografi i Norge er en dynamisk og bred disiplin som spenner fra klimafokusert forskning til økonomisk og sosial geografi. I de senere år har det vært mange institusjonelle endringer, og i dag er geografi i Norge typisk forankret i to typer institusjoner: etablerte universiteter der geografi er et eget, definert fag, og forskningsinstitutter der geografi er integrert i et tverrfaglig forskningsmiljø. Denne evalueringen av samfunnsfaglig forskning tar hovedsakelig for seg kulturgeografi, og selv om en del institusjoner også har løftet frem naturgeografisk forskning for å understreke geografifagets tverrfaglige fokus, tas ikke norsk naturgeografisk forskning som sådan opp i denne evalueringen.

Institusjonene er generelt velfinansierte og har tilgang til forskningsinfrastruktur av høy kvalitet, noe som gir dem mulighet til å bevege seg i retning av tverrfaglige storskalainitiativer som skytjenester og store datasentre. De fleste institusjonene er svært avhengige av støtte av ulikt slag fra Norges forskningsråd, og det ville vært ønskelig med flere finansieringskilder for å øke tilgjengelige ressurser. De fleste institusjonene satser på å øke antallet søknader til internasjonale kilder som EU, men for en del institusjoner vil tilgang til slike midler kreve at de styrker det internasjonale samarbeidet. Forskningsinstituttene er svært avhengige av kortsiktig ekstern finansiering, inkludert oppdragsforskning, som medfører risiko for å hemme deres evne til å drive grunnforskning eller utvikle de teoretiske aspektene ved forskningen. Økt andel langsiktig finansiering ville hatt stor vitenskapelig verdi.

Når det gjelder rekruttering, er det en del institusjoner, spesielt de som ligger utenfor de største byene i Sør-Norge, som har en utfordring med å tiltrekke seg og beholde forskere av høyeste kvalitet. Rekrutteringen følger generelt en ganske klassisk modell der ansettelser for det meste skjer på lektor- eller professornivå, men panelet merker seg at flere institusjoner eksperimenterer med ulike såkalte innstegsstillinger ("tenure-track") der forskere ansettes på et tidligere stadium i karrieren. Ansettelse av høyprofilerte forskere på tidsbegrensede deltidskontrakter ("professor II") brukes også hyppig, men suksessen med denne modellen varierer. Blant annet er det viktig å sikre at disse forskerne, som har sin primære ansettelse et annet sted, bidrar til de norske forskningsmiljøene og fullt ut krediterer sin norske institusjonelle tilknytning i sine publikasjoner.

Produksjonen og kvaliteten på den geografiske forskningen i Norge vurderes som god til meget god, med flere grupper som aspirerer til å være verdensledende. Det finnes også noen få grupper som produserer arbeid av moderat standard og ikke legger for dagen noen sterk intellektuell drivkraft. Forskningen omhandler et bredt spekter av emner, med særlig vekt på klimaendringer og virkningene av klimaendringer samt internasjonal migrasjon. Det satses generelt mye på solid empirisk arbeid, med geografisk fokus på Norge (herunder økt oppmerksomhet mot samiske regioner) og på landene i det globale sør. De fleste institusjonene søker å plassere sine arbeider i publikasjoner av høy kvalitet. Bibliometriske data viser at kulturgeografisk forskning i Norge er på nivå med eller til og med noe bedre enn gjennomsnittet i OECD og Norden og marginalt bedre enn norsk samfunnsvitenskap generelt. En del institusjoner vil kunne ha nytte av å gjøre en innsats for å få forskningen publisert i artikler i ledende internasjonale tidsskrifter eller i monografier utgitt av de største internasjonale forlagene. Noen av institusjonene nevnte sin løpende forpliktelse til å publisere på norsk som en grunn for et svakere fokus på internasjonale utgivelser. Panelet bifaller at det fortsatt satses på å utgi forskningen på norsk, og vedgår at denne doble forpliktelsen begrenser tiden som kan vies til internasjonal publisering.

Geografiforskningen i Norge har generelt meget høy samfunnsmessig relevans, men institusjonene har ikke samme forståelse av hvordan forskningens samfunnsmessige påvirkning skal undersøkes og dokumenteres. De fleste institusjoner og forskergrupper sendte inn "impact cases" der de beskrev sin forskning på samfunnsrelevante områder og brukte indikatorer for formidling for å dokumentere effekt av forskningen. Dette skiller seg fra konsekvensanalyser, der virkning defineres som faktiske endringer som forskningen har ført til, som ny politikk eller endringer i sosial praksis. Selv om en rekke fremragende eksempler på samfunnsrelevant forskning ble presentert, var det generelt vanskelig å vurdere virkningen av forskningen siden bare noen få av studiene beskrev faktiske endringer forskningen hadde ført til. Panelet erkjenner imidlertid at det er vanskelig å legge frem dokumentasjon på virkninger av forskningsresultater, da disse kan være vanskelige å skille fra andre virkninger og ofte først ses etter lang tid.

1 Scope and scale of the evaluation

According to its mandate one of the central tasks assigned to the Research Council of Norway is to conduct field evaluations of Norwegian research, that is, reviews of how entire fields, disciplines/research areas and academic institutions are performing in the national and international context. They provide an outsider's view of the research area under evaluation, and provide feedback on its strengths and weaknesses. The conclusions form the basis for recommendations on the future development of the research under evaluation, and provide input on national research policy and funding schemes in Norway. Moreover, they are expected to provide insight, advice and recommendations that the institutions can use to enhance their own research standards.

The evaluation of Social Sciences (SAMEVAL) aims to:

- Review the present state of social science research in Norway.
- Form the basis for recommendations on the future development of research within the various fields of the social sciences in Norway.
- Provide insight, advice and recommendations for the institutions evaluated that can be used to enhance their own research standards.
- Expand the knowledge base used to develop funding instruments in the Research Council
- Provide input on research policy to the Norwegian Government.

This evaluation of the social sciences comprises six research areas: geography, economics, political science, sociology, social anthropology and economic-administrative research. The practice of field evaluation is long established in Norway. The Research Council has previously undertaken national, subject-specific evaluations of nearly all research areas involved in the current evaluation, with one exception: economic-administrative research. This is the first time this area has been singled out as a separate subject for evaluation.

As a point of departure, to identify, select and classify the relevant research social science areas and the researchers involved in each of the areas, the Research Council of Norway categorised the areas of social sciences using the definitions used in the Norwegian Centre for Research Data's (NSD's) register of scientific publication channels. All institutions with social science research as part of their activities were invited to take part. The Research Council sent each institution an overview of the researchers' publication data (2013–2016) from CRISTin (Current Research Information System In Norway). The institutions made the final decision to include researchers in the evaluation, and to which research area panel. The Research Council decided that research groups in all research areas had to consist of at least five members. The researchers had to be employed by the institution as of 1 October 2016, and they could not be listed if they were included in other ongoing evaluations.

This evaluation is more extensive than previous subject-specific evaluations, both with regard to the number of research fields and researchers to be evaluated, and with regard to the breadth of source material to be taken into account. The evaluation includes a total of 3,005 social scientists. It involves 42 institutions in the social sciences, 27 of which are faculties /departments at the universities and university colleges, and 15 are units at publicly financed social science research institutes. The review also comprises 136 research groups (see Appendix B).

The current undertaking is more than a mere update of earlier reviews in the field of social sciences. It spearheads a new practice of field evaluation, taking the recent evaluation of the Humanities as its model. In doing so, it includes three new and innovative features. Firstly, in addition to assessing research areas at the national and institutional level, the evaluation includes reviews of formalised research groups. Societal relevance is a second new dimension, while the third new dimension is the interplay between research, teaching and education.

1.1 Terms of reference

According to the terms of reference from the Research Council (Appendix A), the overall aims of the evaluation of the research panels are to:

- review the scientific quality of Norwegian research in the social sciences in an international context;
- provide a critical review of the strength and weaknesses of the fields of research nationally, at the institutional level and for a number of designated research groups;
- identify the research groups that have achieved a high international level in their research
- assess the role of organisational strategies and leadership in promoting the quality of research, education and knowledge exchange;
- assess the extent to which previous evaluations have been used by the institutions in their strategic planning;
- investigate the extent of interdisciplinary research at the institutions and in the research groups;
- investigate the relevance and social impact of social sciences research in Norway in general and in particular its potential to address targeted societal challenges as defined in the Norwegian Government's Long-term plan for research and higher education;¹
- review the role of the Research Council of Norway in funding research activities in the social sciences.

1.2 A comprehensive evaluation

The Research Council has undertaken national, subject-specific evaluations of nearly all research areas in the social sciences since the turn of the millennium. The evaluations have usually confined themselves to one or a limited number of institutions, disciplines or fields. An evaluation of *social anthropology* was carried out in 2011, covering a total of 9 units and 88 researchers. *Geographical research* was also evaluated in the same year, in 2011, based on an assessment of seven research environments including 57 researchers. *Sociological research* was evaluated in 2010, comprising 13 research units and 177 researchers. In 2007, the evaluation of *economic research* comprised 20 units selected by the Research Council, and encompassed a total of 345 persons. Finally, a review of *political science research* was conducted in 2002, comprising 19 units and 164 researchers.

Since 2010, the Research Council has launched evaluations that cover larger research fields. An earlier example of what can be seen as a new tendency was the comprehensive evaluation of the scientific fields of biology, medicine and healthcare in 2011.² This was followed by a broad review of the

¹ Kunnskapsdepartementet (2014).

² RCN (2011).

fundamental engineering sciences,³ and, a few years later, the social science research institutes.⁴ In the context of the social sciences, the novel design for the evaluation of the Humanities is an important model for a new practice. A broad evaluation of the field of the Humanities in Norway started in 2016, and was finalised in June 2017.⁵ As mentioned, the set-up for the present assessment of social sciences follows the design from the Humanities evaluation, where an assessment of the humanities' societal relevance and impact of research, and the interplay between research and education were new features.

1.2.1 Societal impact of the social sciences

The terms of reference for this evaluation expressly combine established practice with new practice. The requirement to assess the societal relevance and impact of research in their area is a novel assessment practice. It calls for explorative searches for the various forms and channels through which knowledge from social science research may be seen to impact on activities in various spheres and areas of society. In a broader perspective, this is a response to concern about the need to enhance the impact research has on society.

In addition to a general search for demonstrated societal impact of scientific activity, the terms of reference for the evaluation of social sciences were to be viewed in the context of the five thematic priority areas and one scientific ambition set out in the Norwegian Government's Long-term plan for research and higher education from 2014.⁶

The six priorities are:

- seas and oceans;
- climate, environment and clean energy;
- public sector renewal, better and more effective welfare, health and care services;
- enabling technologies;
- innovative and adaptable industry;
- world-leading academic groups.

The definition of, and model for, societal impact in the Research Council's evaluations is derived from the 2014 Research Excellence Framework (REF) in the United Kingdom. In the REF, societal impact is defined as: 'any effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia' (Research Excellence Framework (REF), United Kingdom, 2014).

1.2.2 The interplay between research and education

This evaluation includes another new feature in that it also investigates the links between research and education. This follows up an objective stressed in the above-mentioned Norwegian Long-term plan for research and higher education. The Long-term plan states that interaction between research, teaching and education should be taken more strongly into account in the policy for research and higher education. In line with this political objective, this evaluation of social sciences has focused actively on the connection between research and education. The political backdrop to this initiative was that the Norwegian Ministry for Education and Research had in 2014 encouraged the Norwegian

³ RCN (2015).

⁴ RCN (2017d).

⁵ RCN (2017).

⁶ Kunnskapsdepartementet (2014).

Agency for Quality Assurance in Education, (hereafter NOKUT)⁷ to explore possibilities for joint assessments of education and research.⁸

This political initiative has been followed up in two ways in the social sciences evaluation. Firstly, all the six research area panels were asked to take into account the interplay between research and education, including the impact of research on teaching. Secondly, three of the six research areas, namely sociology, political science and economics, were subjected to a 'pilot' evaluation, with a view to testing useful strategies and methods for an integrated education-research evaluation.

1.3 The overall evaluation process of the social sciences

The complete evaluation of the social sciences consisted of four elements: 1) three education panels, 2) six research panels, 3) an interplay panel for the combined evaluation of research and education, and finally, 4) a principal evaluation committee for the evaluation of all six social science research areas.

The work was divided into three phases, which partly overlapped.

In the first phase, the Research Council and NOKUT assumed responsibility for the research and education evaluations, respectively. Six research panels and three education panels worked independently. Each panel wrote an assessment report.

The six research areas were:

Panel 1: Geography

Panel 2: Economics

Panel 3: Political Science

Panel 4: Sociology

Panel 5: Social Anthropology

Panel 6: Economic-Administrative Research Area

In the second phase, NOKUT, in cooperation with the Research Council, took responsibility for a mixed education and research evaluation within three of the six research areas: sociology, political science and economics. The evaluation took the form of three different interplay panels: education and research in sociology, in political science and economics, respectively. Each panel consisted of two members.

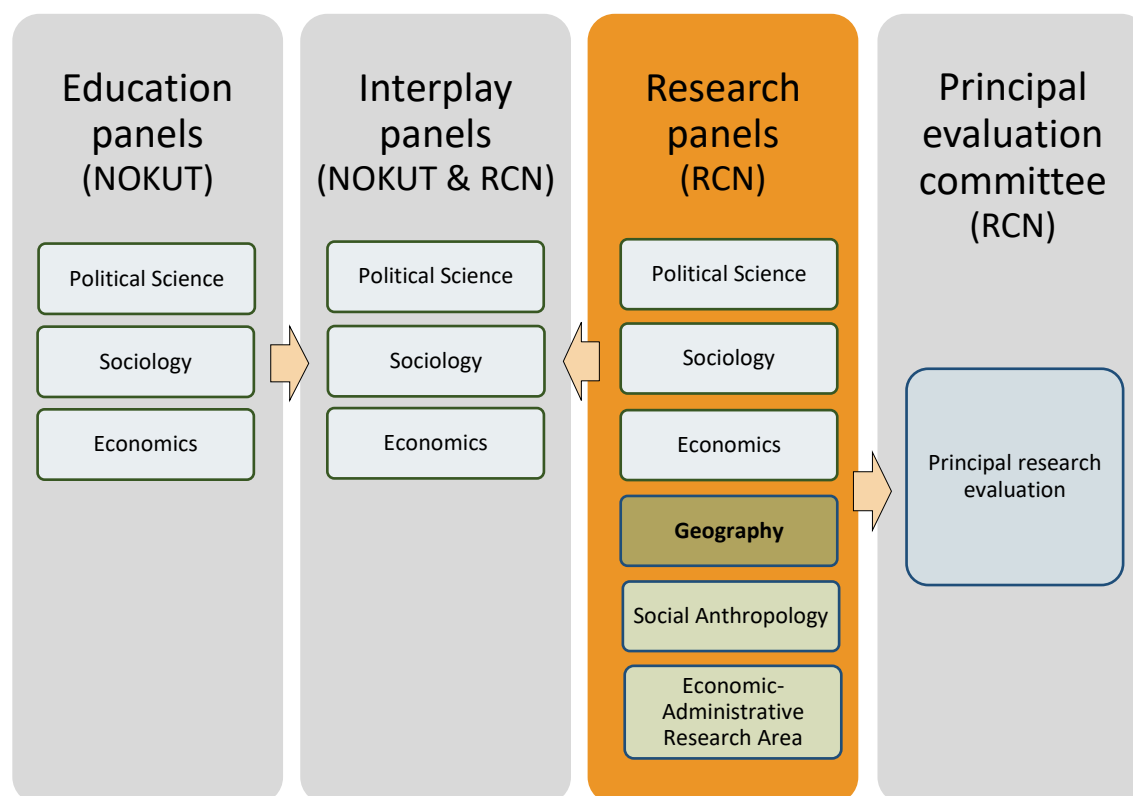
In the third phase, the Research Council asked the chairs of the six research panels to form a general evaluation panel, this being the principal committee tasked with reviewing the six social science research areas as a whole. The panel wrote an assessment report.

Figure 1 visualises the overall structure of the evaluation of research and education in the social sciences and the placement of the geography research panel in the overall evaluation.

⁷ NOKUT (Nasjonalt organ for kvalitet i utdanningen) is an independent expert body under the Royal Norwegian Ministry of Education and Research.

⁸ Kunnskapsdepartementet (2014b).

Figure 1 The overall structure of the evaluation of research and education in social sciences



1.3.1 The six research areas: panels and process

Panels of international experts, mainly from the Nordic countries and Northern Europe, carried out the evaluations. Each research panel had from six to nine members; all the panels had the same terms of reference, and they used identical approaches and templates in their assessments. A common denominator for all the reviewers was the aim of evaluating research with respect to its scientific quality and relevance in the broad sense. The panels were put together to cover different sub-fields within each research area.

Geography panel

The six members of the panel were:

- Panel chair: Professor Ole Mertz, University of Copenhagen;
- Professor Andy Pike, Newcastle University;
- Professor Ann Varley, University College London;
- Professor Ari Lehtinen, Eastern University of Finland;
- Professor Gunnel Forsberg, Stockholm University;
- Professor Timothy Forsyth, London School of Economics and Political Science.

The panel was assisted by a secretary, International Coordinator Dr. Andreas Egelund Christensen, University of Copenhagen.

1.3.2 The organisational units and entities

The evaluation of the six research areas embraced four levels as listed below and shown in Figure 2.

Please note that the primary objects of this evaluation are the researchers and their research groups. They constituted the research area within each institution, and are the primary object of assessment, not the institutions as such.

National research area

An overall national review of the state-of-the-art in the research area was a goal for the evaluation. Hence, the evaluation at the national level includes comparing the quality of Norwegian research with international scientific quality. In order to conclude on the national level, the panel drew on their evaluations of institutions, research areas within the institutions and research groups.

Institution

Institution refers to either an independent research institution/research institute or to the faculty level of a higher education institution (cf. Institutional self-assessment, p. 1, Appendix C). The aims of the reviews at the institutional level were to assess how the research area was constituted and organised at the institution, also including the institutional strategies pursued with a view to developing research performance and scientific quality.

Research area within the institution

A research area is defined as a research discipline corresponding to the area covered by a panel (cf. Institutional self-assessment, p. 4, Appendix C). The examination of research performance and scientific quality was intended to review the state-of-the-art and encourage further development of research and scientific quality. In addition, the evaluation of ongoing individual and collective work was intended to provide a national overview of the research field. This level will in several cases cut across organisational units, but the rationale is to highlight each discipline corresponding to the relevant panel (Ibid. p.1).

Research groups

The intention of including research groups was to enable peer reviews of research topics and scientific quality, and to evaluate the interaction between researchers who form a topical /theoretical/methodical-based group and the institutional level (i.e. the research area within the institution/institute).

In order to be defined as a research group in the evaluation of social sciences, the number of researchers had to fulfil four specified criteria. In addition to common work on a joint topic, the Research Council required: 1) that the group should perform research at a high level internationally, and be able to document it through a set of sub-criteria; 2) the group should have at least five members at least three of whom had to be employed at the institution, and at least two of whom had to hold a tenured position; 3) the group had to have a specific intention/aim and an organisational structure, and it had to describe it according to the specifications listed in the matrix for the self-assessment report (cf. Research group self-assessment, Appendix E); and 4) the group should be registered in CRISTin (the Current Research Information System in Norway).⁹ For more details, please see SAMEVAL.

⁹ CRISTin is a common, national system for registering scientific results and research activities. The members of CRISTin are the public research institutes, the universities and university colleges, and the public health trusts: www.cristin.no.

Innmelding av forskergrupper [in Norwegian], Appendix D, see also Research group self-assessment, Appendix E.

Figure 2 The organisational units and entities in the evaluation of social sciences



1.3.3 Criteria for the assessment

All six panels based their work on a uniform set of criteria against which they reported their findings.

National research area

- Organisation, leadership and strategy
- Follow-up of earlier evaluations
- Research cooperation/networking (nationally and internationally)
- Research personnel: including recruitment, training, gender balance and mobility
- Research production and scientific quality
- Interplay between research and education: impact on teaching
- Balance between teaching and research
- Societal relevance and impact
- Profile, strengths and weaknesses

Institution

- Organisation, leadership and strategy
- Institutional follow-up of previous evaluations
- Research environment
- Resources and infrastructure
- Research personnel, including recruitment, training, gender balance and mobility
- Research production and scientific quality
- Interplay between research and education
- Societal relevance and impact

The research area within the institution

- Organisation, leadership and strategy
- Institutional follow-up of previous evaluations
- Research environment (i.e. seminars, summer schools, guest lectures etc.)
- Resources and infrastructure
- Research personnel, including recruitment, training, gender balance and mobility
- Research production and scientific quality
- Interplay between research and education (including impact on teaching)
- Societal relevance and impact

Research groups

- Organisation, leadership and strategies
- Research personnel, including recruitment, training, gender balance and mobility
- Research production and scientific quality
- Networking
- Interplay between research and education: (if relevant) impact on teaching
- Societal relevance and impact: (if relevant) exchange of knowledge / cooperation with other private and public sector actors.

See Appendix I for information on how the criteria were implemented.

1.4 Data and review process

The evaluation draws on a comprehensive set of data. The Geography panel based its assessment on the written self-assessments submitted by the institutions and a qualitative assessment of the submitted publications. Further bibliometric data from the analysis by Damvad Analytics, Denmark commissioned by the Research Council, and further data on the funding of social science were used to contextualise and/or confirm the panel's qualitative evaluation. The panel chair met with the institutions, primarily to supplement and clarify information provided in the self-assessments.

Building from the bottom, the assessments of individual scientific output fed into the evaluations of the research groups and research area, while the self-assessment reports for the research groups fed into the institutional research evaluation and the assessment of the research area. The self-assessments from the institutions contributed to the assessment of the research area within the institution. The report on personnel and bibliometrics (publications) was considered at the research group level, the institutional level and national research area level. Societal impact cases were considered at the group and area level. The research area evaluations were used by the field panels to build a picture of national performance within the research field covered by the panel reports.

The panels also based their assessment on data on funding and personnel, as well as information from earlier institutional and disciplinary evaluations from the Research Council and policy documents from the Government.

See Appendix G for information on time frames for assessments and bibliometric data.

Institutional self-assessment reports

Reports were submitted by all the research-performing units. They included quantitative and qualitative information at the institutional level (called level 1 in the self-assessment template), and at

the level of the disciplines/research areas corresponding to the panels (called level 2 in the self-assessment template).

The following were enclosed with the self-assessments report from each unit:

- A list of the 10 most important publications for each research area;
- A list of 10 dissemination activities;
- Societal impact cases for each discipline showing important dissemination and knowledge exchange results, (the impact cases were optional);
- An analysis of strengths, weaknesses, opportunities and threats (a SWOT analysis)
- A form (number 2): Target audience for scientific publications;
- A form (number 3): Research matching the priorities set out in the Norwegian Government's Long-term plan for research and higher education and in other relevant policy documents;
- An overview of study programmes.

The templates for institutional self-assessments and publications are attached to the report as Appendices C and J.

Self-assessment reports for research groups

The institutions were given an opportunity to include research groups in the evaluation. The reviews by the research panels were based on self-assessments and other documentation. The data included quantitative data on group members and funding, qualitative information on various aspects of the research activities and CVs for all the members of the groups. In addition, each group had the option of submitting one copy of a scientific publication for each member included in the evaluation, as well as case studies of the societal impact of their research.

The template for research groups is attached to the report as Appendices E and K.

Societal impact cases

Reflecting the novel approach of including societal impact in the evaluation (cf.1.2.1), the institutions were invited to include case studies documenting a broader non-academic, societal impact of their research. Participation was optional.

Bibliometric report

The Research Council of Norway (RCN) commissioned an analysis of publications and personnel dedicated to social science research for the evaluation.

Damvad Analytics conducted the analysis, mainly basing its work on data from the following sources: the Norwegian Centre for Research Data (NSD); the Current Research Information System in Norway (CRISTin) and the National Researcher Register for which NIFU is responsible. Damvad Analytics added bibliometric data from Elsevier's Scopus database and Google Scholar to enhance the analysis of the internationally published scientific material (Damvad Analytics 2017).

RCN defined the framework for Damvad's analysis, and decided to include the following elements:

- The total scientific output within social science for Norway;
- The institutions involved in social science in Norway;
- The research personnel within social science in Norway.

For an overview of the publishing in geography, please see Appendix F: Damvad Fact sheet for geography.

Funding data

Data and information on financial resources and funding (cf. 2.2) are based on:

- Report on Science and Technology Indicators for Norway: (Norges forskningsråd, Det norske forsknings- og innovasjonssystemet – statistikk og indikatorer, Norges forskningsråd, Lysaker, 2016; https://www.forskningsradet.no/prognett-indikatorrapporten/Home_page/1224698172612
- NIFU, Norwegian Research and Development (R&D) statistics and indicators, <https://www.nifu.no/en/statistics-indicators/nokkeltall/>
- Research Council of Norway, The Project Databank, <https://www.forskningsradet.no/prosjektbanken/#/Sprak=en>.
- The Research Council of Norway, Social sciences research in Norway 2010–2016: Funding streams and funding instruments. Report submitted to the principal committee for the Research Council's evaluation of the Social Sciences (SAMEVAL), report for internal use by SAMEVAL evaluators (ref. page 1, first section) unpublished report, undated (2017): 11 pages.

In addition, section 2.2 draws on:

- The Research Council of Norway, *Report on Science and Technology Indicators for Norway 2017*, The Research Council of Norway, Lysaker, 2017; https://www.forskningsradet.no/prognett-indikatorrapporten/Science_and_Technology_2017/1254031943643

Other relevant publications provided by the Research Council

Earlier evaluations commissioned by the Research Council

- Relevant disciplinary evaluations (please see the reference list for details)
- The Research Council of Norway: *Evaluation of the Humanities in Norway. Reports from the panels and the principal evaluation committee.*
- *Evaluation of the Social Science Institutes. Panel Report, January 2017*, the Research Council of Norway, Lysaker.

National plans and strategies for research policy

- The Research Council of Norway, *Research for Innovation and Sustainability. Strategy for the Research Council of Norway 2015–2020*, 2015.
- Kunnskapsdepartementet, *Meld. St. 7 (2014–2015), Langtidsplan for forskning og høyere utdanning 2015–2024*, [The Royal Norwegian Ministry for Research and Higher Education, Long-term plan for research and higher education 2015–2024], 2015, [in Norwegian].

Official reports on the status of higher education:

- Kunnskapsdepartementet, *Meld. St. 18 (2014–2015). Melding til Stortinget. Konsentrasjon for kvalitet. Strukturreform i universitets- og høyskolesektoren*, 2015 [White paper, no. 18 (2014–2015), Concentration for quality. Structural reforms across the universities and university colleges, The Royal Norwegian Ministry for Research and Education, Oslo 2015] [in Norwegian].
- Kunnskapsdepartementet, *Tilstandsrapport for høyere utdanning 2017*, Rapport, 2017 [The Royal Norwegian Ministry for Research and Education, Status Report for Higher Education, Report, 2017] [in Norwegian].

1.4.1 Process and assessment tools

The Research Council set up 'SharePoint' (a Microsoft Office 365 program), and all background material and other data and documents were deposited there. The panel shared files and work in progress in SharePoint.

Panel meetings and work

The geography panel held three one-day meetings in May, September and December 2017. In addition, the panel chair of geography joined the other panel chairs for two one-day panel chair meetings, held in April and September 2017. The chair carried out interviews with the 12 institutions on behalf of panel during four days in late October 2017, see further information below. In between the meetings, the members were in contact by email.

The panel divided the assessments and writing among the members. The secretariat from NIFU had chief responsibility for providing factsheets, as well as Chapter 1 and Chapter 2 of the report.

Assessment tools

In order to ensure that all the dimensions were covered, and to ensure a uniform evaluation across the six different research areas, the secretariat at NIFU provided the panels with assessment tools.

These were:

- A template for research and scientific quality: numerical grading, see Table 1 below;
- A template for assessments of the units: institutions and research groups, see Appendix H;
- A template for assessment of the ten most important publications listed by the institutions, see Appendix I;
- A template for assessment of the publications of listed members of research groups, see Appendix J.
- The panels used the following description as the basis for their scoring of scientific quality.

Table 1 Scientific quality, numerical scale

Scale	Criteria
5 Excellent	Original research at the international forefront. The unit has a very high productivity. The unit [the institution /research group] undertakes excellent, original research, and publishes it in outstanding international channels for scientific and scholarly publications. Its researchers present ongoing research regularly at recognised, international scientific conferences.
4 Very good	Research with a high degree of originality, and a scientific profile with a high degree of publications in high quality channels for scientific and scholarly publications. The unit has a high productivity. The researchers participate habitually at international scientific conferences. The research is decisively very relevant to the knowledge production in the field internationally.
3 Good	Research of a good international standard. The unit has an acceptable productivity, and contributes to the development within its field. The researchers participate at scientific conferences.
2 Fair	Research of an acceptable, but moderate standard. The productivity at the unit is modest, and with few original contributions to the field internationally.
1 Weak	Research of insufficient quality and with a meagre scientific publication profile. The productivity is low.

Meetings with the institutions

The panels supplemented the written documentation and data with information provided by the institutions in interviews. The meetings took place at Hotel Park Inn within walking distance of Gardermoen Airport, Oslo. The six panel chairs conducted the interviews. Each institution was interviewed individually. The panels had prepared the questions beforehand and sent the list to the institutions two weeks in advance. The lists contained both general and panel-specific questions. The interviews allowed for elaboration and discussion of issues of importance to the panel's assessments. The panel's secretaries took extensive minutes of the meetings. The minutes were shared with all panel members.

Fact checking by institutions

Institutions were given the opportunity to provide a fact check of the assessment texts after the panels assessments were completed. The check did not include the grades or final evaluations, as the institutions were asked only to correct any factual errors. New and updated information was not included.

1.5 The panel's comments on the evaluation:

Overall, the panel considers that the evaluation has been successful and that it has been possible to achieve a fair evaluation of the institutions, research groups and geography as a whole in Norway. The support from the RCN and NIFU has been impeccable as have the conditions under which the evaluation has taken place. However, there have been some challenges and we list below the main comments from the panel that placed some limitations on the evaluation:

- The evaluation of an entire disciplinary area on multiple levels is complex and, at times, a little confusing. In a future evaluation, we would recommend that the evaluation simply considers researchers and research groups involved in geography rather than adding a specific 'research group level' for which group membership is very variable and selection criteria often not that clear. In general, it was not that clear why specific researchers were included while others were not.
- Some publications were submitted for assessment by some researchers (sometimes from universities outside Norway) who were not among the researchers named by an institution, and in extreme cases had no apparent link to the institution. Several publications submitted by international scholars with time-limited part-time contracts did not credit the Norwegian institution and the links between researchers and institutions were not always clear.
- The bibliometric information was also difficult to use because of various sources of uncertainty. The bibliometric information was based on a selected number of researchers per institution, and, as mentioned above, it was often not clear why particular researchers were included. Moreover, for some institutions there were discrepancies between the number of researchers submitted for evaluation and the number evaluated in the bibliometric data – overall there were 192 researchers listed in the SAMEVAL data, but only 178 in the bibliometric data.
- The grading scale used for the SAMEVAL assessment for scientific quality and production referred to the institution or research group as a whole, and included criteria related to quality, productivity and international networking. This made the scale rather difficult to use consistently. Using a grading scale based more on quality expressed as originality, rigour and significance as done

elsewhere could have made the grading.

- Documenting societal impact was not clear for the institutions and thus it was difficult to assess the impact cases as they often did not provide evidence of actual change as a result of research.
- The process of interviewing different institutions resulted in rather uneven responses, partly because of the limited time available and the different choices of representative from the institutions. For example, in some cases questions could not be answered by the staff nominated by institutions because the self-assessment or the selected publications had been the responsibility of staff that were not present (and in some cases staff who had subsequently left the institution).

2 The context: social sciences and geographical research in Norway

2.1 The research system

The Norwegian research and innovation system is divided into three levels: the political, the strategic and the performing level. At the political level, the system is characterised by notable pluralism, as all the ministries are in principle responsible for financing long-term and short-term public research and experimental development activity (R&D) within their areas of responsibility. This governing principle for responsibility is called the 'sector principle'. In practice, the R&D budgets are concentrated, as five ministries account for 85 per cent of public R&D expenditure. The Ministry of Education and Research alone allocates around 50 per cent of the total funding, and it is also responsible for coordinating national funding.

The second level is the strategic level, which includes the Research Council of Norway (and also an innovation agency, Innovation Norway); see more below. The Research Council fulfils functions that in many other countries are shared between a range of institutions at the second level. The same applies to the national innovation agency.

The third, performing level in the area of social sciences consists of a variety of institutions: universities, specialised universities and university colleges, as well as some private higher education institutions and nominally independent, public and private institutes. The institute sector is a common term for this group of units that is relatively heterogeneous in terms of institute size, profile and legal status. Overall, there are around 100 research institutions, about half of which are commonly referred to as research institutes. The group includes public oriented institutes and institutes that focus on private enterprise and carry out contract research for Norwegian and foreign companies, museums and hospitals (with the exception of university hospitals). The institute sector accounts for 23 per cent of the total national R&D. The institutions fall into three groups. First, the majority of the units (appr. 40) fall under the guidelines for governmental funding of research institutes and receive their core funding from the Research Council of Norway. With one exception, all the research institutes in this evaluation receive their core funding from the Research Council (for details see 2.1.1.). The second group consists of a few government research institutes, that receive their basic funding directly from a ministry. None of these government institutes is represented in this evaluation. The third group of institutions in the institute sector comprises about 40 private and public institutions, which to a greater or lesser extent perform R&D as part of their activity.¹⁰ Only one institution in this category is included in the evaluation of social sciences – the Norwegian Institute of Public Health (Folkehelseinstituttet).¹¹

¹⁰ https://www.forskningsradet.no/prognett-indikatorrapporten/Tabellsett_2016/1254021688842; (Indikatorrapporten, 2016, table B.03 instituttsektor [in Norwegian only].

¹¹ Statistics Norway's (Statistisk sentralbyrå (SSB)) unit for research with 75–100 research positions is not included in the evaluation of economics; the same applies to Norges bank [The Central Bank of Norway], which has 10–15 research positions. SSB wanted to take part in the evaluation of economics, but since SSB had not reported its publication data to CRISTin (in the years 2013–2016), the Research Council had to decline the request.

The fifteen social research institutes included in this evaluation are mainly thematically oriented towards public management.¹² Their activities can be roughly divided into four thematic, partly overlapping areas: 1) international affairs and foreign relations; 2) environmental policy; 3) the economic foundation, structure and development of the welfare state, and 4) regionally based issues.

2.1.1 National funding streams and instruments

The main funding streams of relevance to the evaluation of social sciences are: 1) funding for universities and university colleges with an integrated R&D component, and 2) funds allocated via the Research Council of Norway (see below).

The universities and university colleges receive a substantial proportion of their R&D budgets as core funding from the government ('general university funds'). The funding is closely linked to student numbers and teaching positions. In this, the growth of social sciences in the higher education sector reflects the large number of students taking subjects such as economics and education. The social sciences and humanities receive the highest percentage of basic funding among the research fields. In 2015, social sciences received around 76 per cent of their R&D expenditure as core funding, whereas the fields of engineering and technology and natural sciences received just below 60 per cent as basic funding in the same year.¹³ Other sources of income include funding from the Research Council, the EU and other (national, Nordic and international) competitive funding bodies.

Research Council: core funding for public research institutes¹⁴

Unlike the universities, the research institutes rely heavily on a high share of external funding, through commissioned research and open competitions. As mentioned in section 2.1., the majority of these institutes fall under the guidelines for government funding of research institutes and receive their core funding from the Research Council. The Research Council administers the government core funding for all the 12 research institutes involved in this evaluation. The level of core funding varies from 6 per cent of turnover at the lowest, to 21 percent. On average, the funding is around 13 per cent for the units taking part in this evaluation.¹⁵ The core grant consists of two parts: a fixed amount, and an amount determined by performance. To qualify for a core grant, the unit must:

- Undertake research of interest to Norwegian business and industry, government or society at large;
- Maintain disciplinary and scientific competence, demonstrated through scientific publications;
- Conduct research activities on a sufficient scale to permit the development of significant competence and research capacity within the organisation;
- Have a variety of sources of research income and compete in open national and international competitions for research funding;

¹² RCN (2017): 37; https://www.forskingsradet.no/prognett-indikatorrapporten/Science_and_Technology_2017/1254031943643; For an extensive account of the social science institute sector, see RCN (2017b): 18–32.

¹³ NIFU, FoU-statistikbanken (NIFU, R&D statistics bank), 'Field of science. Source of funding. R&D expenditure, in million NOK, 2015; <http://www.foustatistikbanken.no>.

¹⁴ Technical term: Basic allocation to research institutes, cf. www.forskingsradet.no/eng, read 13.12.2017; Forskningsrådet, prosjektbanken.no, the core funding to all social research institutes was 261.9 million NOK in 2016, www.forskingsradet.no/prosjektbanken, read 14.12.2017.

¹⁵ NIFU, FoU-statistikbanken, (NIFU, R&D statistics bank), «Key figures for research institutes, Current income by category of funds», 2016, <http://www.foustatistikbanken.no>

- Not pay dividends or provide, either directly or indirectly, benefits to the owner or close stakeholders.

The performance-based part of the core grant is aimed at achieving a sound balance between scientific quality and societal relevance. The distribution of this part of the grant is based on four performance indicators, weighted on the basis of a relevance component:

- Commission-based income from national sources (45 per cent)
- Scientific publications, expressed as the number and level of scientific publications registered in the CRISTin database (30 per cent);
- Income from international sources (20 per cent);
- The number of doctoral degrees awarded to staff or students who are funded more than fifty per cent by the institute (5 per cent).¹⁶

Research Council and the competition for national funding

The research institutes rely heavily on external funding. A substantial part of their income is commission-based funding, mainly from the public administration, such as ministries and government agencies at the national level. In addition, the institutes and the universities compete for the same financial support from national (and Nordic) sources, and funding from the Research Council plays a significant role in the institutes' knowledge production. The Research Council provides funding for a wide range of activities, ranging from research infrastructure and networks to programmes, projects and centres of excellence. Here, the focus will be on selected funding schemes of general importance to the social sciences: networking, centres of excellence, independent projects (FRIPRO)/ basic research programmes; policy-oriented programmes ('handlingsrettede programmer') and large-scale programmes ('store programmer'). Compared with natural science, technology and medicine, the humanities and social sciences display a more stable pattern in terms of funding schemes.

Since 2002, research groups have been selected for funding for up to ten years through a targeted centres scheme. The first round concerned general, disciplinary and interdisciplinary centres of excellence. Subsequently, new types of thematic, specialised, targeted centres have been established. All the centres have the same aim, however: to promote research of high scientific quality. Social scientists have been part of some of these centres and many of the groups have been interdisciplinary within the social sciences, but also across other fields of science.¹⁷ ESOP at the University of Oslo is one example. A spin-off effect has been the institutional initiatives, whereby universities have targeted existing research groups and established their own local groups and centres of excellence.

¹⁶ Research Council of Norway, "Public basic funding for research institutes", read 11.12.2018; https://www.forskningsradet.no/en/Public_basic_funding/1254010731867; NIFU, FoU-statistikbanken, nøkkeltall for forskningsinstitutter [in Norwegian], www.nifu.no.

¹⁷ Research Council of Norway, centres of excellence: https://www.forskningsradet.no/prognett-sff/SFF_I/1253978073056; https://www.forskningsradet.no/prognett-sff/SFF_II/1253978083956; https://www.forskningsradet.no/prognett-sff/SFF_III/1253978083961; https://www.forskningsradet.no/prognett-sff/Nyheter/Ti_nye_sentre_for_fremragende_forskning/1254025392105/p1224067001855; Centres for environment friendly Energy Research (FME), https://www.forskningsradet.no/prognett-energisenter/Om_sentrene/1222932140880.

According to the RCN, there seems to have been a tendency recently to increase funding through large-scale programmes, especially in the fields of climate and energy research.¹⁸ The large-scale programmes are important for the social sciences as a whole. The thematic programmes are the RCN's response to the government's, long-term political priorities: the seas and oceans; climate, environment and clean energy; public sector renewal, better and more effective welfare, health and care services; enabling technologies; innovative and adaptable industry, and world-leading academic groups (cf. 1.2.1).¹⁹

In 2016, social scientists at units in Norway received NOK 989 million from the Research Council (excluding core funding of the institutes);²⁰ 55.8 per cent (NOK 698.9 million) of the RCN support concerned programmes, while 11.5 per cent (143.7 million NOK) went to independent projects (FRIPRO). Researchers at the research institutes were involved in policy-oriented programmes to a larger extent than their peers at the universities, with 54 per cent (NOK 377.6 million) going to the research institutes, and 42.5 per cent (NOK 297 million) to the universities. A similar difference applies in relation to involvement in large-scale programmes: social scientists at the research institutes participated more often in large-scale programmes with national priority, especially in the fields of energy, climate, health and fish farming, than did their colleagues at the universities.

On the other hand, the universities received more funding from independent projects, NOK 77.7 million compared with NOK 45.5 million for the research institutes.

2.1.2 Internationalisation and international funding

The main sources of funding for research activities in Norway are national sources, but international funding has become more important in recent decades. This development is linked to a general trend towards internationalisation, which has been a hallmark of the Norwegian R&D system since the mid-1990s. Internationalisation is currently a notable dimension of the domestic R&D system.²¹ The indicators supporting this statement are many: at present, more than two-thirds of Norwegian scientific articles have a non-Norwegian co-author, compared with 17 per cent in the early 1980s.²² The number of Norwegian exchange students abroad has doubled since the mid-1990s, and the number of PhD students from abroad reflects the same trend. Twenty years ago, 10 per cent of doctoral degrees were awarded to foreign candidates, while in 2017 the percentage was 38.²³

From the mid-2000s, there has been a noteworthy increase in foreign R&D funding and strengthening of European research cooperation.²⁴ In this context, the EU's research programmes have been an influential force. Until the Seventh Framework Programme (2007), the EU programmes were generally of limited scope, with the main emphasis on technology and applied research. Since 2007, budgets have increased significantly, due to the portfolio of programmes and a support mechanism that has embraced a wider set of topics and goals. The EU's programmes now include a broader range of research-performing units and areas – also social sciences. Hence, at present, the EU Framework

¹⁸ The Research Council of Norway, Social sciences research in Norway 2010–2016, unpublished report, undated (2017): 11 pages

¹⁹ Kunnskapsdepartementet (2014).

²⁰ This description is an overview and includes funding for all areas and units defined as social sciences in Norway. It thus encompasses institutions and researchers not listed for this evaluation.

²¹ RCN (2017c): 6–7; see also pp. 56–61.

²² RCN (2017c): 59–60; 69.

²³ RCN (2017c): 7, 49, 63.

²⁴ RCN (2017c): 56–58.

Programme is an importance source of funding for many countries, Norway included. At the domestic level, a number of measures have been put in place to strengthen Norway's participation in the programmes. By June 2017, 1.81 per cent of the funds announced in Horizon 2020 (H2020) were awarded to researchers and institutions in Norway. The success rate is slightly below the official target of 2 per cent of total EU funding.²⁵

Among the seven Societal Challenges targeted by H2020, the fields most relevant to social scientists are the challenges: 'Europe in a changing world' (SC6) and 'Secure Societies' (SC7). In addition, challenges related to health and demographic change and to climate and environment are of relevance to social scientists. Within H2020, efforts are made to mobilise the disciplines of social sciences and humanities across the framework programme. The reason for this is that the perspectives of social sciences and humanities are seen as valuable in the development of interdisciplinary approaches to the European and global challenges.²⁶ The Norwegian success rate within Societal Challenges was above the 2 per cent target. In June 2016, the success rate reached 2.6 per cent.²⁷ According to the RCN, above average success rates in SC6 and SC7 indicate a clear engagement on the part of Norwegian social scientists in relation to these parts of the Societal Challenges.²⁸ The results for the H2020 excellence schemes are below average, however.²⁹

2.2 The research area of Geography

Geography is a broad and multi-faceted discipline that employs a spatial-chorological approach to the analysis of geographical phenomena, often with a focus on human-nature interactions. The discipline of Geography often calls for a variety of methodologies and interdisciplinary approaches drawing from both the natural and social sciences, where the spatial dimension is central to the discipline. There is a historical sub-division of the discipline between physical geography and human geography and multiple sub-disciplinary divisions within each branch.

Internationally, Geography may be part of arts, social science or natural science faculties. It may be divided between departments of Human Geography (within social science faculties) or Physical Geography (sometimes as part of larger departments of geo- or environmental sciences within natural science faculties).

An important development in the history of Geography in Norway was the emergence of Human Geography as a well-defined area of social science in the 1970s and 1980s. This was manifested in the establishment of an association for Human Geography (Norsk Samfunnsgeografisk Forening – NSGF) and the division of the Department of Geography at the University of Oslo (UiO) into two separate units belonging to different faculties. At UiO, Human Geography forms part of the Department of Sociology and Human Geography (under the Faculty of Social Sciences), while Physical Geography belongs to the Department of Geosciences (under the Faculty of Mathematics and Natural Sciences). At the universities and university colleges established after 1945, Geography is taught and researched

²⁵ RCN (2017c): 6; 72.

²⁶ The Research Council of Norway, Social sciences research in Norway 2010–2016: Funding streams and funding instruments, unpublished report, undated (2017): 11 pages.

²⁷ (2017c): 71–72.

²⁸ The Research Council of Norway, Social sciences research in Norway 2010–2016: Funding streams and funding instruments, p.11. By March 2017, the amount of funding for social scientists is: SC6, NOK 78.3 mill. + SC7, NOK 130.4 mill. = NOK 208.7 mill. of a total of NOK 1,874 mill., or 11 per cent of the total funding available.

²⁹ (2017c): 11.

at a number of social science or interdisciplinary departments, and here human and physical geography have typically remained together, for example at the University of Bergen and the Norwegian University of Science and Technology in Trondheim. A large amount of geography research is also carried out at independent and multi-disciplinary research institutes.

Overall, Geography as a discipline in Norway is dynamic and has over time developed in many directions ranging from climate-focused research to economic and social geography. There have been numerous mergers and splits between and within different universities and research institutions, which are reflected in the current landscape of Geography in Norway that is shaped by the interdisciplinary DNA embedded in the discipline. Today, Geography in Norway is typically anchored in two types of institutions. One type of institutional setting is the long-established universities such as University of Oslo, which have Geography established as an independent, defined, discipline. The other type of institutional setting is the research centres and research institutes where Geography as a research area is typically integrated in interdisciplinary research environments, often with other social sciences, particularly Sociology and Anthropology.

In the present social science evaluation, Geography is naturally represented mainly by Human Geography, but some institutions also submitted Physical Geography research to emphasise the interdisciplinary focus of Geography in their research environment. Moreover, climate change research was often presented as Geography and is indeed a cross-cutting field of research that integrates both different elements of the other disciplines in the social sciences as well as Physical Geography and natural sciences.

In total 12 institutions are included in this evaluation, and nine research groups were submitted, from 8 of the 12 institutions: one institution submitted two different research groups (see Table 2 and Figure 3). See also fact sheets for each institution in the institutional chapters.

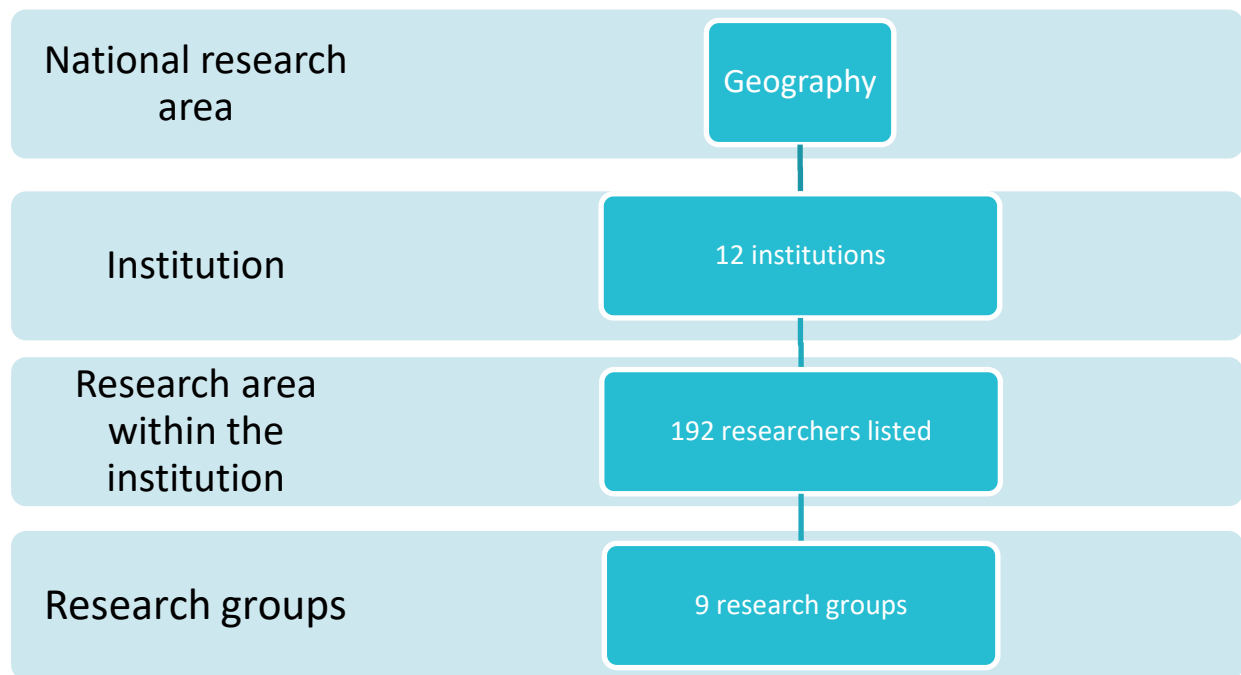
Table 1 Research Institutions & Research Centres and affiliated research groups

<i>Institution</i>	<i>Research group</i>
Cicero Center for International Climate Research	
NINA Norwegian Institute for Nature Research	
Nordland Research Institute	Green shift
Norwegian University of Life Sciences, Norwegian University of Life Sciences, Faculty of Social Science/ Faculty of Landscape and Society	Political ecology
Norwegian University for Science and Technology, Faculty for Social Sciences and Education	Geographies of climate change effects
PRIO Peace Research Institute Oslo	Migration
UiT The Arctic University of Norway, Faculty of Humanities and Social Sciences	Place, power and mobility
University of Agder, Faculty of Social Sciences	
University of Bergen, Faculty of Social Sciences	Geographies of Green Transformation
University of Oslo, Centre for Development and the Environment	

University of Oslo, Faculty of Social Sciences	Climate Change and Transformations to Sustainability
	Urban transformations
Western Norway Research Institute	Tourism

It should be emphasised that as a result of the social science focus in this evaluation, where institutions 'opted in' on the basis of their engagement with social science disciplines, a large part of the Physical Geography research undertaken in Norway is not addressed.

Figure 1 The units and numbers in geography



3 CICERO Center for International Climate Research

CICERO Center for International Climate Research							
Units included in the evaluation of geography	- CICERO Center for International Climate Research			Listed researchers		5	
				Listed research groups		0	
				No. of researchers in listed research groups		0	
Other units of the institution				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	0/1	0/0	0/0
				Total per year	1	0	0
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	-/-	-/-	-/-
Total expenditures	75 991	79 460	78 824	Post.doc positions	-/-	-/-	-/-
				Permanent positions	-/-	1/9	1/4
Types of funding				Education			
Core funding from the RCN	11 026	11 414	11 923	Study programmes BA level			
External funding, RCN	36 832	43 351	47 652	-			
External funding EU	6 320	4 199	455	Study programmes MA level			
External funding, other sources	20 746	22 526	21 734	-			
				Other			
				Number of positions: CICERO had a total of 13 PhD's in 2012 of 69 man-years; therefore there have not been any new announcements in this period.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

3.1 Geography at the institutional level

3.1.1 Organisation, leadership and strategy

CICERO Center for International Climate and Environmental Research is an interdisciplinary research centre in Oslo that focuses on climate change and environmental studies. It was established by the Norwegian government in 1990 and is affiliated to the University of Oslo, although it does not offer university degrees. Staff sometimes contribute to teaching at other Norwegian universities, however. CICERO's mandate is to produce research-based assessments, reports and advice on climate-related global environmental issues and international climate policy, and thereby to contribute to climate change policies and strengthen international climate collaboration. In order to achieve this objective, CICERO has adopted a clear organisational hierarchy with a leader group, four research units, an administration and a communications unit. The leader group comprises the Director, Assistant Director, Communications Director, and four research directors for the themes climate economics, climate transition, climate policy and climate systems. There are also interdisciplinary platforms relating to cross-cutting themes. The research directors have overall responsibility for developing new projects. This leadership structure indicates that it has the capability required for clear decision-making and strategic direction, and it seems appropriate in relation to fulfilling its mandate.

In terms of funding, CICERO is not an educational institution, and hence does not have income from degrees. PhD students can be employed and supervised at CICERO, but they need to be enrolled at a university. CICERO is a project-based organisation and the majority of its projects are funded by the Research Council of Norway (RCN). Other funding sources include the EU and other national and international sources. The evidence suggests that CICERO has developed its international funding more than other Norwegian institutions and universities, and it is likely that this high level of international funding also influences CICERO's broad range of activities.

3.1.2 Institutional follow-up of previous evaluations

CICERO has responded in various ways to previous evaluations. In 2015, a mid-term evaluation of CICERO was carried out that proposed increasing publication in better-quality ("level 2") publications and publishers. CICERO noted that higher-level academic publications were not always compatible with its approach of working with stakeholders. The evaluation also proposed that CICERO integrate its work packages with the data generated by the institution, and that PhD students receive better career training. CICERO has responded by adopting these measures.

In 2014, a further evaluation asked CICERO to diversify its funding sources. In 2011 and 2010, two further evaluations contained positive feedback about CICERO, although the 2010 review also recommended that CICERO seek further research collaborations. During the interviews, CICERO reported that it is acting on this recommendation. The evidence therefore suggests that CICERO has responded to suggestions from earlier evaluations.

It should also be noted that CICERO is undergoing a reorganisation process from August 2017. This reorganisation should increase the efficiency of research by relieving researchers of administrative work, and increase support for researchers to work on commissioned projects and on obtaining large-scale funding, such as European Research Council grants.

3.1.3 Resources and infrastructure

Most resources are funded by external sources plus some limited government core funding. Funds are spent on research staff, and on generating and maintaining datasets and knowledge, including through high-performance computing facilities. In addition, CICERO has access to scientific collections and library resources at the University of Oslo. These facilities seem to be sufficient for the research that CICERO carries out at present.

3.1.4 Research environment

The research environment is usually influenced by the funding for specific projects, rather than the ability to undertake blue-skies research, but there is support for staff who want to apply for ERC grants. The research undertaken is highly policy-relevant, with publications and scholars who feature in reports from the Intergovernmental Panel on Climate Change (IPCC). In addition, CICERO is interdisciplinary, including scholars from political science, geography, sociology, anthropology and economics. Communal activities at CICERO include seminars, workshops and conferences on climate change that might also be targeted at potential users and funders of research, such as government institutions or commercial actors. CICERO's statement indicates that these seminars and activities are closely connected to outreach, rather than to academic discussions within disciplines. In addition, some staff time is also spent on writing proposals and reports to funders rather than on academic papers alone. Researchers also have to produce briefing papers and other easily accessible outputs for users, rather than scientific books and papers.

3.1.5 Research personnel

In 2016, CICERO had a total of 59 full-time equivalents, 28.8 women and 30.3 men. These figures indicate a balanced gender distribution. Moreover, the director is a woman, and many of CICERO's leading publications are written by women.

Career mobility is based on criteria such as publishing in leading journals and developing scientific research networks in relevant fields. At present, CICERO does not have a specific policy for international recruitment, but instead focuses on what skills are needed for specific projects. CICERO hires PhD students (not post-doctoral fellows). It offers PhD students an adviser at CICERO although it is expected that the main training will come from host universities. PhD students participate in CICERO's projects, which constitutes a de facto form of training in addition to the PhD project. Moreover, the evidence suggests that there is a useful and constructive mix of ages in CICERO.

CICERO has guidelines for the time to be spent on research versus administrative duties. There is also a need to set aside time for writing research proposals. There is no policy for research leave of the kind universities often have. CICERO follows the European Charter Code in projects funded by the Research Council of Norway.

The evidence therefore suggests that CICERO hires and manages research staff in accordance with best practice. However, its research culture focuses on its funding and policy environments, which often call for short-term work on specific objectives, rather than longer-term academic research and training.

3.1.6 Research production and scientific quality

CICERO has developed a reputation for a high level of production of policy-relevant information related to climate change. Its main areas of expertise include adaptation to climate change, transformations relating to climate change policy, and empirical research on environmental values and behaviour. Most of this research is interdisciplinary.

Eight publications were submitted for assessment. Half of the publications were from 2010, indicating that the latest papers were not included in the assessment. There was also dependence on one author, who co-authored six of the eight papers, suggesting that CICERO's publishing capability is concentrated on one individual. During the interviews, CICERO explained that it had lost some research personnel in this field, and consequently had submitted a smaller number of researchers for this assessment.

In terms of research content, publications generally presented detailed information about climate change policy and challenges in Norway, rather than on international policy questions or general theoretical debates. This specialisation had advantages and disadvantages. On the one hand, many of the papers tended to discuss adaptation to climate change in the rather narrow sense of responding to physical risks, rather than being linked to debates about resilience, pre-emptive adaptation, or means of combining adaptation and mitigation (and other development or public policy objectives). On the other hand, the research presented by CICERO often performed the highly effective and useful function of presenting information about Norway that could inform international debate about Norway.

Consequently, some of the publications, including academic research papers published in internationally recognised journals, discussed international frameworks of analysis, such as multi-level governance, in clear and useful terms. However, these papers largely *described* Norway's experiences rather than using these experiences to *enhance* wider debates about multi-level governance. Other articles used international theory about environmental narratives, but with limited engagement with theory, and so did not contribute to international scholarship other than by presenting local empirical findings from Norway. On the other hand, the submission also included chapters from an edited book on adaptation and vulnerability in the Arctic. They contained case studies that were not intended to relate to international debates about theory or policy, but which nonetheless were excellent descriptions of locations in Norway that can be used as sources of reference for studies and assessments outside Norway. However, the conclusion of that book, which was also a collaboration with a well-known international specialist on adaptation who is not based at CICERO, was extremely general and lacked the empirical punch of earlier chapters, and did not engage with specific theoretical frameworks for adaptation, or international policy initiatives.

Generally, the submitted publications referred to Norwegian examples and were informative and based on robust scientific analyses. However, when the papers engaged with international scholarly debates about theory or policy dilemmas, the research tended to be less well informed and less ambitious. In addition, five of the eight submitted publications were from edited books, indicating less focus on publishing in international journals. There is no doubt that academic visibility would be improved if the institution published, or co-published, more material in refereed journals.

It was also difficult to see widespread evidence of broad interdisciplinary research in the selected publications. The papers were all problem-oriented, and hence used various methods to engage with the subject. But these approaches did not specifically make the case for integrating different analytical approaches or disciplines. Consequently, there is evidence that CICERO could do more to emphasise interdisciplinary research.

The bibliometric data suggest that CICERO has achieved a relatively high impact with its publications. The average SNIP was 2.3, compared with an average of 1.46 for all Norwegian Social Science, and 1.25 for all Geography institutions. Its impact in Norway and the Nordic countries was similar to most other Geography institutions, whereas it was considerably higher than the OECD average. This indicates that

CICERO's publications are widely cited within its own field, and that CICERO's performance as an institution within Geography in Norway is broadly similar to that of others.

Assessment of scientific quality: 3 - good

3.1.7 Interplay between research and education

CICERO is not an educational institution, and consequently its engagement with teaching is limited. It hires PhD students, and involves them in other project work. In practice, this form of employment offers a useful form of training for PhD students, but not through formal courses.

3.1.8 Societal relevance and impact

CICERO is strongly engaged in socially relevant research on climate change. It has demonstrated this social relevance through its involvement in the Intergovernmental Panel on Climate Change (IPCC), which quotes its publications and researchers or hires them to write report chapters. Moreover, CICERO works closely with government agencies and other end-users on generating and disseminating socially relevant research. These activities contribute to fulfilling the Norwegian government's Long-term plan for research and higher education.

In terms of dissemination, CICERO produces briefing papers and a weekly newsletter, KLIMA, which was read 56,000 times in 2016. It has a Facebook and Twitter profile, and was mentioned 1,681 times in print and online media in 2016. These activities indicate an organisation that seeks to be publicly visible.

In addition, CICERO has endeavoured in various ways to connect with local communities/ stakeholders in Northern Norway (e.g. through regular contacts, visits, interviews etc.). On the surface, this is a positive aspect of how CICERO operates, but it could make an additional effort to document how reciprocal this engagement is, to what extent research findings are communicated back to local partners, and whether findings resonate with local, or also broader, concerns at the national or global level.

CICERO submitted an impact case study relating to its work on adaptation to climate change. This case concerns the work on adaptation to climate change in Norwegian municipalities since the early 2000s, often in collaboration with researchers at Norwegian and international universities. CICERO describes how, over time, this research has led to changes in how municipalities have identified, understood and implemented policies for adaptation to climate change. In addition, CICERO argues that this research has had an impact because their researchers were involved in writing the Norwegian Official Report on adaptation to climate change, which formed the basis for the white paper on climate change adaptation. These examples indicate a valuable link between CICERO's research and expertise and policy debate in Norway. CICERO has provided other evidence of impact, listing four publications in Norwegian, but it is not clear whether this demonstrates what has *changed* as a result of CICERO's work, or whether they simply mention CICERO as an authoritative source. There is no doubt that CICERO's work is socially relevant, and that it has been involved in advising the government. The actual impact of these activities, however, is difficult to assess based on the evidence presented.

3.1.9 Overall assessment

CICERO demonstrates a high degree of originality and has a scientific profile that is associated with quality academic publications, and an international reputation and visibility. As shown by the bibliographic data, CICERO has a strong and very visible presence in debates about climate change policy, and especially in terms of representing Norway in these debates. It has a strong and focused

leadership structure that emphasises strategic direction as regards seeking research funding and delivering output. It has a thoughtful and rigorous approach to gender balance in the institution, and as regards seeking opportunities and learning from and with younger scholars. It has also worked long-term on important and socially relevant research themes relating to climate change, and there is some evidence that this has had an impact on government discussions.

The areas where CICERO has not performed so strongly are the academic quality of its publications, and in providing strong evidence of its impact. Some of these concerns are related to the fact that CICERO is not an educational institution, and hence cannot (nor does it wish to) engage in blue skies thinking, or long-term debates about theory. It is likely that these factors contributed to the submission of publications for assessment that were largely descriptive of Norway, rather than using these descriptions to advance international academic or policy debates. In addition, CICERO has a research environment that emphasises stakeholder engagement and writing proposals for funding, which, in turn, influences the hiring strategy for individual projects. In terms of its impact assessment, CICERO provided evidence that it undertakes research on policy-relevant issues, but not of the actual changes that have resulted from this research.

3.1.10 Feedback

- To maintain CICERO's existing excellent reputation for useful and visible research on climate change relating to Norway, it needs to enhance the quality of its academic publications. This improvement can be achieved by engaging more ambitiously in international academic debates about theoretical or policy frameworks and policy proposals. This recommendation does not imply that research should not seek to focus on or describe Norway (indeed, some research by CICERO on Norway specifically has been extremely effective). Rather, the objective is to link this work more closely with academic debates about risk, environmental change and governance in order to use the Norwegian experience more generally. This transition in quality might be best achieved through more focused collaboration with researchers outside Norway, or by targeting international journals that specialise in international frameworks. Another option might be to publish research in different outlets with some slight changes: for example, detailed material about Norway could be published in edited books, but also rewritten and submitted to international journals in order to inform international debates.
- To enhance evidence of CICERO's impact on social outcomes and public policy, it needs to collect information about what policy or common practices have changed as a result of CICERO's work, rather than simply noting how CICERO has been involved in policy debates.
- CICERO should consider diversifying its research and advocacy profile.

4 NINA Norwegian Institute for Nature Research

NINA Norwegian Institute for Nature Research							
Units included in the evaluation of geography	- The Social and Economic Research Unit (SER) in NINA			Listed researchers		11	
				Listed research groups		-	
				No. of researchers in listed research groups		-	
Other units of the institution				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/-	-/-
				Total per year	-	-	-
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	0/0	0/0	0/0
Total expenditures	27 000	28 500	29 500	Post.doc positions	0/0	0/0	0/0
				Permanent positions	1/29	0/0	0/0
Types of funding				Education			
Core funding from the RCN	4 600	4 900	5 000	Study programmes BA level			
External funding, RCN	8 100	8 600	8 900				
External funding EU	1 400	1 100	600	Study programmes MA level			
External funding, other sources	12 900	13 900	15 000	Other			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

4.1 Geography at the institutional level

4.1.1 Organisation, leadership and strategy

Nina Norwegian Institute for Nature Research is one of Norway's environmental research institutes. It was created in 1988 to ensure the independence of research previously conducted by the Norwegian Environment Agency. It is a private non-profit institution and its social science work grew out of the responsibility for work on leisure and outdoor recreation assigned to the institute on its foundation. Social scientists, including human geographers, account for approximately 10% of the institute's employees. The institute has branches in five cities, and its social scientists are spread across four of them, but those to be considered by the geography panel are primarily based in Lillehammer, with two in Trondheim, the institution's headquarters.

Although social science perspectives have been written into the institute's brief from the outset, it was only in 2016 that a Head of Social and Economic Research was appointed and became part of the management team in order to promote a more strategic focus on the social sciences. This is an important, but arguably as yet still insufficient, measure to ensure that the specific needs of social scientists – as noted, a small minority of the researchers – are addressed, and to strengthen the capacity to produce high-quality research in this field. When interviewed, the institute's representatives explicitly welcomed their inclusion in SAMEVAL as a way of obtaining advice on how to strengthen their reputation in the social sciences. The foregrounding of interdisciplinary environmental research as the 'driving force' for the Social and Economic Research Unit, together with the fact that 83% of the funding comes from external sources, raises questions about the place of basic or self-initiated social science research within the institution. This is identified as an institutional weakness in the self-assessment. Although the balance between commissioned and own-account research in terms of the input required is generous, expectations of 'scientific' research and particular methodological approaches can still constrain researchers' creativity. The self-assessment reports a lack of strategic efforts to develop theoretical depth and specialisation. The strategic goal of ensuring that the Norwegian Institute for Nature Research is an attractive place to work and the minority status of its social science community make these important questions, because of the potential implications for staff retention.

4.1.2 Institutional follow-up of previous evaluations

NINA did not take part in the previous evaluation of Geography in Norway. Instead, it was included in the 2011 evaluation of Biological, Health and Medical Research. The self-assessment reports that the strengthening of social science research is in part a response to the encouragement then given for collaboration between environmental and social scientists. The inclusion of the social science researchers in SAMEVAL demonstrates that this positive response to social science alongside environmental research has been followed up. The 2014 evaluation of Environmental Research Institutes raised concerns about the use of resources for individual scientific pursuits and suggested a more strategic use of core funds, a matter which has been followed by linking individual research plans closer to the NINA overall strategy.

4.1.3 Resources and infrastructure

The size of the institution means that resources and infrastructure (library, GIS, communication services) exceed what could be expected based on the number of social scientists alone. The interaction between ecological and social research means that infrastructure and expertise developed

in the former can be used by the latter: for example, GPS tracking devices and automatic counters used for wildlife surveys are also employed in research on recreation and leisure.

4.1.4 Research environment

Based on the self-assessment, the reliance on external funding and applied and assignment-driven research appears to limit the ability to stimulate a broader intellectual environment, although researchers do have opportunities to engage with other scientific environments. The institute publishes a Norwegian-language journal catering primarily for social science research on the environment.

4.1.5 Research personnel

NINA recruits staff both by open advertisement and by direct hire. During the review period, one researcher submitted for the Geography evaluation has been hired in open competition, but in social science research overall, and including post-doctoral and temporary positions, twice as many posts have been filled by direct hire. New recruits include researchers from outside Norway.

The institution is able to hire directly, without advertising, because of its status as a private foundation. The self-assessment refers to the benefits of being able to approach the best qualified researchers who are already known to senior staff. All such hires are subject to scrutiny by the staff union and the equal opportunity committee. The fairness of this form of recruitment and its consequences for the ability to address diversity issues can be queried.

Four of eleven members of staff submitted for the Geography assessment are women, but only two of the seven most senior researchers. The institute actively seeks to employ a higher proportion of women researchers (currently around one-third of social scientists) and to promote their career development, and it is monitoring its own performance in this respect. It has specific policies to support both younger recruits and researchers aged over 60, making lower demands of them as regards the acquisition of external funding.

NINA identifies its top-heavy structure – with more than half of its social scientists (both in general and in the Geography submission) being senior researchers – as an issue.

There are few social science PhD students or postdocs; since 2010 only two PhD theses have been completed while their authors were employed at the institution. New provisions for PhD education in the research institutes should provide more opportunities in this respect.

There are no sabbaticals, but a generous allocation of 25% of total time (420 hours per year) for personal research to support scientific output.

4.1.6 Research production and scientific quality

The self-assessment provides a comprehensive record of how the social science researchers have contributed to the institute's thematic concerns in a wide variety of specialised but complementary areas. It also celebrates the institutional commitment to interdisciplinary cooperation within the social sciences and between the social and environmental sciences. Although the submitted articles represent only part of the publication output, their authorship does not testify either to the integration of different social science perspectives or to cooperation between the institute's social and environmental researchers. Instead, they are the product of cooperation between geographers or between geographers and external researchers, including several UK-based researchers, with cognate interests (not necessarily from matching disciplinary backgrounds). It is not clear whether this

apparent inconsistency between principle and practice is an artefact of the choice of publications for assessment; when interviewed, institute representatives suggested that it was, as they had explicitly wanted to highlight external collaboration. Publications associated with the impact case submitted employ a broader range of methods than the articles submitted as the ten best publications.

The resulting publications are of high quality and some can be classed as authoritative overviews of the state of the art in their field, published in leading scientific journals and/or attracting a large number of citations. Methodologically, despite the principle of encouraging diversity, there is an emphasis on approaches involving attitude-testing and statistical analysis of remotely-administered surveys. The desk-based nature of this research is perhaps surprising given the institutional focus on leisure and outdoor activities. Qualitative and direct experiential approaches yield some of the most engaging, original and effective output submitted.

The self-assessment lists a large number of research themes – almost one theme per submitted researcher – but the submitted publications suggest that ‘Environmental Attitudes’ and ‘Human-Wildlife Interaction’ are the most prominent.

Although the institution reports a commitment to applying a gender perspective to its research themes, this is conspicuous by its absence in most of the articles submitted, even in thematic areas where the institution claims to have addressed gender issues in its research.

The bibliometric data suggest that the scientific impact of work by the listed researchers in Geography is higher than that of any other institution reviewed by the Geography panel. It is very high in comparison with OECD research in the same field and high in comparison with other geographical research in Norway and the Nordic region. The proportion of NPI level 2 publications is low (14%), however, but almost 90% of the papers are listed in SCOPUS. The SJR value is one of the highest, but the SNIP value is slightly under the Geography average for Norway.

Assessment of scientific quality: 4 – very good

4.1.7 Interplay between research and education

Researchers are not required to undertake teaching, but one social researcher has a part-time university position. Researchers may also supervise university-based PhD students.

4.1.8 Societal relevance and impact

Being a private, but not-for-profit, research institute undertaking work formerly carried out by the Environment Agency implies a commitment to applied research and a high degree of societal engagement. As it is heavily reliant on external funding, NINA is in close and continuous contact with research users, and dissemination activities are written into project contracts. They include a variety of outputs and activities, such as notes and longer reports available via the website, media briefings and public/stakeholder-oriented events.

The long-term plan priorities to which social scientists have contributed most directly are those concerning low-carbon energy and innovative industry, particularly in relation to concerns about energy transmission, which provides the context for the impact case submitted. This concerns public involvement in the planning of high voltage transmission lines and follows up research funded in part by energy companies as well as the RCN, via the Centre for Environmental Design of Renewable Energy. Research on public response to transmission lines has been undertaken in collaboration with UK universities and includes comparative work, so that the reach of the impact is potentially international.

At a national level, the intended beneficiaries are both the general public and the national transmission system operator. The research has made a significant contribution to changing the latter's planning and public consultation procedures, supporting greater openness in this context, but it is unclear how far this can change or has changed specific planning outcomes, e.g. re-routing of transmission lines.

4.1.9 Overall assessment

Although social science in general and geographical research in particular makes a relatively minor contribution to NINA's work, it plays an important role in focusing attention on the varying societal context of ecological challenges. The submitted publications do not fully reflect the institute's principled commitment to internal interdisciplinary collaboration, which is also made more challenging by the social scientists being spread between a number of different geographical locations. They do testify, however, to sustained interdisciplinary collaboration with other national and international researchers, and to the production of high-quality scientific output, whether these take the form of state-of-the-art overviews or reports on the findings of original research. Given the small size of the social science research community, the ability to foster continuity and depth in basic research alongside applied and commissioned research is a crucial contribution to ensuring the future health of the institution's interdisciplinary research.

4.1.10 Feedback

- Follow up the appointment of a Social and Economic Research Director by identifying specific strategies for the development of social science work and ensuring that social science researchers are able to respond creatively to institutional objectives.
- Ensure enthusiastic support for basic academic research that enables geographers to develop depth and continuity in their theoretical engagements and empirical expertise.
- Consider how more transparent (fully advertised) hiring procedures can contribute to combatting problems resulting from the 'top-heavy' nature of the staff profile and the gender imbalance among researchers.
- Take advantage of the new opportunities for PhD education at research institutes to recruit more PhD students and to ensure that more junior scientists are incorporated into institutional research in the interest of both renewal of the skill pool and potentially innovative interventions.
- Encourage methodological innovation and combinations of different (quantitative and qualitative) approaches, including experiential methods and site-based approaches.
- Ensure that attention to gender perspectives is reflected in the institution's research output.

5 Nordland Research Institute

Nordland Research Institute							
Units included in the evaluation of geography	- Nordland Research Institute			Listed researchers		7	
				Listed research groups		1	
				No. of researchers in listed research groups		10 (19 CVs)	
Other units of the institution				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/2	-/-
				Total per year	-	2	-
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	-/-	-/-	-/-
Total expenditures	30 236	29 802	32 915	Post.doc positions	-/-	-/-	-/-
				Permanent positions	2/2*	6/17*	5/19*
Types of funding				Education			
Core funding from the RCN	5 330	4 667	4 811	Study programmes BA level			
External funding, RCN	9 127	10 029	7 684	-			
External funding EU	0	0	0	Study programmes MA level			
External funding, other sources	26 719	21 684	32 675	Other			
* Total numbers for applicants. One geographer was recruited in 2014, one in 2015 and one in 2016.							

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

5.1 Geography at the institutional level

5.1.1 Organisation, leadership and strategy

Nordland Research Institute (NRI) is a limited company that is co-owned by Nord University and the Nordlandsforskning Foundation (49%). The Institute, which is mainly dependent on external funding, has about 30 researchers, 7 of whom participated in this panel evaluation.

Nordland Research Institute is divided into three research units: Environment and Community; Welfare, Health and Work; and Entrepreneurship, Innovation and Regional Development. The units are led by research directors who, together, comprise the management team chaired by the Managing Director.

In addition, to strengthen the interlinkages between the units, seven research groups have recently been established. Three of these are prioritised as strategic research topics: 1) Green Shift, 2) Innovation in Welfare, and 3) Entrepreneurship and Innovation.

A two-level administrative structure is under establishment to differentiate between areas of personnel, administration and organisation on the one hand, and scientific conduct, project and career on the other. While the former represents a relatively permanent level of units that are primarily administrative, the development of the research group level depends on which projects are funded. The groups are central to the researchers and their day-to-day cooperation, and the units are important for strategic profiling and identity-building (NRI strategy, 2015-20).

5.1.2 Institutional follow-up of previous evaluations

NRI was evaluated in 2010 as part of the national evaluation of sociology. Then, the panel was worried about the sociological bearing of the institute's work and, in general, its long-term research profile and funding options. In addition, it was recommended to strengthen its publication output. Since then, the institute has increasingly emphasised its interdisciplinary orientation and links to NRI's strategic emphasis. In addition, specific goals for scientific publishing have been added, as set out in the strategy for 2015–20.

5.1.3 Resources and infrastructure

NRI provides research groups with access to several specific central databases and library services, as well as a range of analytical software. Research funding is almost exclusively of Norwegian origin, mostly coming from the RCN and other public sources. A small proportion comes from local and national private sources.

The self-assessment expresses concern about the lack of professional project managers and weaknesses in international cooperation. According to the interviews, NRI has been successful in recruiting PhDs and younger scholars but the institute is concerned about the loss of senior researchers who apply successfully for university professorships.

The self-assessment report mentions that short-term projects result in the research being somewhat fragmented and that international publishing can be difficult based on the commissioned and applied studies that dominate the project portfolio. A more profound academic orientation is thus at risk of being overshadowed by more pragmatic approaches to research. The lack of long-term research funding undoubtedly weakens the scope of strategic governance and research management of the institute. Externally introduced changes in funding priorities could rapidly and thoroughly modify the

internal organisational divisions. This means that the long-term projects financed by the RCN and the Arctic Council are important, as they form the backbone of long-term research renewal. Moreover, the core funding, which currently covers about 15 per cent of the total budget, is highly important and necessary.

5.1.4 Research environment

NRI's central campus is located in Bodø and this northern location remarkably motivates the research emphasis and focus, ranging from Arctic climate change risks to nature-based industries of the Atlantic North. Members of the Green Shift, for example, participate actively in designing future joint projects relating to the topic (see below). There is relatively limited information on the research environment, but there is emphasis on frequent meetings and internal information exchange regarding funding calls, conferences and scientific publishing. The group also organises seminar series and engaging with international researchers that are invited to NRI, including a seminar series called *Grunsj* in which critical dimensions of the transformation to a low carbon society are debated four times a year. Both public and private actors and organisations frequently attend these seminars.

On average, the researchers devote approximately 72 per cent of their working hours to externally funded projects. The rest of their time is spent on project design and administrative tasks etc.

5.1.5 Research personnel

Fourteen researchers have been recruited during the three-year period 2014–2016: three in geography, two in social anthropology, four in sociology and five in economic-administrative studies. PhD students are employed at NRI and enrolled at collaborating universities, and their training is an important part of the research projects. During 2014–2016, two PhD students obtained their degrees in geography, one in social anthropology, one in economic-administrative research. The success of PhD training in geography is, at least comparatively, satisfactory.

When recruiting staff, scientific publishing, networking and language are critically assessed. Both Scandinavian and English language skills are required, which favours applicants from Norway, Sweden and Denmark. The interviews confirmed that demand is high for Nordic analysis and knowledge, and NRI wishes to play a central role in supplying it. Although there is no system for sabbatical leave, mobility is encouraged and a multitude of nationalities are represented at the institute.

There is a good gender balance among NRI staff. There is a slight predominance of women in leading positions and, while NRI emphasises that it primarily recruits on the basis of qualifications, gender and national diversity are secondary, but important elements.

5.1.6 Research production and scientific quality

NRI's research projects and publications cover a wide range of economic-industrial and administrative-geopolitical issues related to regional and Norwegian issues, and more generally to the Arctic north. Broader global challenges are also addressed. Particular emphasis is placed on rural and community-level responses. Local, bottom-up views are commonly highlighted in publications and ethnographic approaches and qualitative methods are broadly utilised.

Arctic journals, such as *Polar Geography* and the *Polar Journal*, are well presented (3/10) In the list of the ten most important publications submitted by NRI. One article published in *Geografiska Annaler B* is linked to the broader human geography debate, whereas publications in more thematic journals, such as *Urban Studies*, *Global Environmental Change*, and *The Extractive Industries and Society*,

emphasise the interdisciplinary research that dominates at NRI. Two publications on the list are in Norwegian, one of which is a PhD dissertation.

In general, the NRI publications submitted for evaluation reveal a strong emphasis on coastal questions, both local and international. In this field, NRI is well placed in research networks, especially in Arctic forums, but also wider global networks. Moreover, a local and Northern Norwegian focus predominates, often with the specific objective of influencing regional and national policy decisions. Socio-environmental questions are often addressed in the publications, together with geopolitical and economic challenges, and local views are frequently underlined. Overall, the publications are of good quality, ranging from applied research that is primarily of relevance to Northern Norway to more theoretical work that has wider international appeal. However, these theoretical contributions are fairly limited in number and do not seek to any great extent to influence and develop theory in the interdisciplinary fields that are the strength of NRI research.

The bibliometric data show that the scientific impact is fairly high compared to the average impact of research in the corresponding field in the OECD. However, comparisons within Norway show that NRI's impact is slightly below the mean, whereas the impact is at the same level as in the other Nordic countries. Finally, SJR and SNIP values are high, suggesting strong impact in good publication outlets.

Assessment of scientific quality: 3 - good

4.1.7 Interplay between research and education

NRI is a research institute without teaching commitments, although the staff participate to some extent in teaching activities, including supervision, at universities. PhD training is an important part of the work of the research units and groups.

5.1.7 Societal relevance and impact

NRI is actively engaged with external partners, both public and private, and the institute encourages including local, bottom-up views in research practices. In addition, translating research results into a form that is accessible to non-academic partners is highly valued and preferred.

Influencing local and national development is important to NRI researchers, for example, by developing innovative ideas about how to adapt to climate change pressures and how to take steps toward a more sustainable society, among other things to achieve the aim of low-carbon development. This is a particularly touchy question in Norway, which is a major oil and gas exporting country.

The impact case study submitted by NRI deals with reindeer herding research in Nordland. The research that was initiated in 2006 includes three long-term projects and has attained Nordic Centre of Excellence status. The societal impact of the case rests on disseminating knowledge, in cooperation with the herders, to the media and governmental bodies in order to strengthen the herders' voice. The cooperation is said to have increased the influence of herders, in an area where Sámi culture, language and reindeer herding is scarce and under constant risk of being further weakened. The submitted case description does not document the actual change or the societal outcomes generated for herders.

5.1.8 Overall assessment

The institute has gained a firm position in Norwegian and international research cooperation, especially in terms of regional livelihoods and administrative-entrepreneurial and socio-environmental

planning challenges in Norway, and internationally in relation to overseas coastal issues. International networking is satisfactory, keeping in mind the fairly small number of staff at the institute.

The publications submitted are good, focusing on interdisciplinarity, and locally based, 'bottom-up geographies' are included satisfactorily in the agenda. The popularisation of research is taken seriously and the 'Green Shift', one of the three strategic topics at NRI, has a central place in the research profile.

Coastal questions are clearly the topics that give the institute an internationally visible position. This orientation needs to be developed and broadened. On the other hand, the locally based research orientation is well established as well, and this needs to be kept high on the agenda, both in coastal studies and in other projects.

5.1.9 Feedback

- Strengthen the already extensive overseas links, also beyond Arctic and Transatlantic circles.
- Widen NRI's 'bottom-up emphasis' to include similar approaches developed elsewhere in the Arctic North and globally.
- Continue and broaden cross-border research activities with northern Sweden. Participate more actively in international border researchers' communities and initiatives.
- Devote more effort to obtaining international research funding since the current dependence on Norwegian funding could be risky. This is also a way of further strengthening international partnerships and research agendas.
- A focus on developing conceptual and theoretical contributions would further enhance the high value of the local bottom-up studies and interdisciplinary research, which are the signature of NRI's research.

5.2 Research group: Green Shift

5.2.1 Organisation, leadership, strategies and resources

In 2016, the Green Shift (GS) became one of the strategic topics of NRI's research, after it had become evident that several ongoing projects with themes ranging from extractive nature-based industries to local climate change pressures needed coordination. This research group supported the elements of the projects aimed at contributing to low-carbon development.

A senior researcher coordinates the Green Shift (GS) agenda, and the group is composed of 10 core researchers employed by NRI and 11 affiliated researchers. The GS strategy follows NRI's general goals and is highly ambitious in relation to scientific publishing and international networking.

5.2.2 Research personnel

The size of the GS group has expanded in recent years, which reflects a successful funding strategy. Career development programmes are widely applied, and gaps in competence and general output are regularly monitored. The group has a somewhat unbalanced gender distribution among core members, with eight women and two men, while, 4 of the 11 affiliated members are women and seven are men.

5.2.3 Research production and scientific quality

Individual research projects in GS have focused, for example, on aquaculture, ocean pollution, mountain pastoralism and tourism. Publications are grounded in intensive empirical case studies with

‘bottom-up’ methodologies that give a voice to local stakeholders, contribute to international debates in publications, and often lead to local policy recommendations. Their theoretical contributions are thus fairly strong and multifaceted, and they are linked, for example, to the conceptualisation of phenomena within climate change risks and adaptations, primary livelihoods and industrial dynamics, inter-local compressions, collective action, spatial management, environmental governance and conflict resolution.

Besides the quality of research contributions, Green Shift projects have also been productive, notably with regard to research on climate change adaptations among fishermen, farmers and in the municipal planning context, all of which have become signature research topics at NRI. Publications in this field reveal effective networking that has resulted in extensive national and international collaboration. The long list of authors of many of the articles indicates the extent of and, a talent for, networking.

5.2.4 Networking

National collaboration is impressive. For example, contacts with CICERO (Center for International Climate and Environment Research), Oslo, are regular and productive, which is reflected in collaborative publications. Scandinavian links are generally well-developed, and there is cooperation with research units in the UK, Alaska and Russia (Kola Peninsula).

5.2.5 Interplay between research and education

GS is primarily a research group, but GS-scholars participate to some extent in teaching and supervision at several universities.

5.2.6 Societal relevance and impact

In general, GS’s research is useful for non-academic partners. In particular, advice on climate change adaptation and post-fossil fuel alternatives is of high value in Norway and abroad. For example, the impact case study presented has been used in the planning of national adaptation policy in Norway. Moreover, as the case study reveals, several international forums, such as the IPCC, UNESCO, NATO, EU and many NGOs, have benefited from GS’s contributions. GS has also participated actively in local co-learning events and introduced, for example, recipes for adaptation and transition to nearby enterprises and municipalities.

It is difficult to measure the exact impact of these activities, as they are part of collective actions that result in a gradual increase in public awareness and influence policy transitions.

5.2.7 Overall assessment

GS is highly active on several scales: international networking and publishing, national collaboration and local innovation. The research culture and career guidance are well-developed and effective, and there is a healthy focus on both scientific publications and dissemination of research to non-academic stakeholders.

Assessment of research group: 4 – very good

5.2.8 Feedback

- Climate change adaptation is currently the key focus of the research. The theme of adaptation, with its reactive emphasis, slightly overshadows the more proactive aspect of the Green Shift. GS could be well-placed to more broadly develop themes relating to post-fossil fuel innovations and low-carbon alternatives.

- More emphasis could be placed on documenting evidence of impact, i.e. how GS research has led to actual societal change.

6 Norwegian University of Life Sciences, Faculty of Social Science/ Faculty of Landscape and Society

Norwegian University of Life Sciences, Faculty of Social Science (2014-2016)/ Faculty of Landscape and Society (2017–)							
Units included in the evaluation of geography	- Dept. of International Environment and Development Studies, Noragric			Listed researchers		28	
				Listed research groups		1	
				No. of researchers in listed research groups		12 (17 CVs)	
Other units of the faculty (institution)	- Dept. of Economics and Business - Dept. of Landscape Planning (ILP)			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/2	-/3
				Total per year	-	2	3
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	1/39	2/77	2/44
Total expenditures	34 436	25 887	23 391	Post.doc positions	0/0	0/0	0/0
Types of funding				Permanent positions	1/9	0/0	0/0
				Education			
Core funding from the Norwegian gov.	14 134	15 359	14 594	Study programmes BA level - International Environment and Development Studies			
External funding, RCN	8 584	4 823	8 523	Study programmes MA level - International Environment Studies			
External funding EU	0	4 880	3 827				
External funding, other sources	10 283	5 220	3 740				
				Other			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

6.1 Geography at the institutional level

6.1.1 Organisation, leadership and strategy

The Department of International Environment and Development Studies (Noragric) was first established as an agricultural research centre in 1986, before it adopted its current name and later became a full department at the Norwegian University of Life Sciences (NMBU) in 2005. Noragric has a deserved strong reputation for research on critical aspects of environment and development policy. It has achieved this reputation through a process of specialisation, recruitment, and publishing in this field, and by seeking academic collaboration with relevant scholars elsewhere in Norway and internationally. These achievements indicate strong leadership of the institution, and a desire to contribute to the field.

Since 2014, NMBU has undergone some contentious organisational changes to its administrative hierarchy, and Noragric has been incorporated into the Faculty of Landscape and Society. Noragric regards this outcome as a threat to its ability to act independently and to fully maintain the involvement of collaborating overseas scholars in its activities. The institution's SWOT analysis also lists evaluations and other time-consuming exercises as a threat. There is therefore evidence that Noragric is concerned about a loss of autonomy as a result of recent changes and of restrictions imposed by internal regulations, such as the requirement that all external contracts have to be signed by the dean rather than entered into autonomously by Noragric. In addition, for historic reasons, Noragric has received less core funding than other departments. During the interviews, however, the institution also emphasised that there are some positive aspects of the changes that could be beneficial, for instance more time for research by senior members. Noragric is generally positive about the future under the current organisation.

The department receives over half of its funding from external sources and seems to be aware of ways of increasing its influence and activities outside Norway.

6.1.2 Institutional follow-up of previous evaluations

The 2007 evaluation of Norwegian Development Research recommended that the department devote more attention to processes linking the global South and North. The department implemented these recommendations by developing research clusters on human-environment-security relations and climate change adaptation, and also incorporated them into its teaching programmes.

The 2011 Geography evaluation recommended that the department cooperate more with other Norwegian geography departments to spread the benefits of Noragric's international networking. The department therefore organised a joint project on political ecology with the geography departments at NTNU and the University of Bergen, leading to a number of special issues of journals.

6.1.3 Resources and infrastructure

The self-assessment describes 'soft' infrastructure as much as amenities, reflecting an awareness of the overriding importance of supporting staff by having appropriate expectations of their time commitments and by facilitating networking and attendance at academic events. The surplus from externally generated income is used for the latter, and also to purchase specialist academic publications that are not available from the university library.

Expenditure on salaries for research personnel decreased from 2014 to 2016.

6.1.4 Research environment

Noragric organises occasional lectures by visiting researchers. From 2011 to 2014, it held a series of Thor Heyerdahl Summer Schools (international PhD courses) on environmental governance, with some very prominent international researchers participating. It reports that it is currently seeking ways of funding future events.

6.1.5 Research personnel

The self-assessment shows that the department has endeavoured to specialise in the field of environment and development policy, and has hired staff accordingly. It has also sought collaboration with relevant scholars at other institutions. There is evidence that the department has an engaging and productive PhD programme, and that staff have a well-defined career trajectory, with institutional support available, for example mentoring of post-doctoral research fellows. Indeed, PhD students co-author publications with research staff.

As regards gender balance, four of the ten permanent staff members listed for Geography are women. Exactly half of the ten PhD students listed are women. These ratios compare favourably with other Norwegian institutions. There are also various targets and practices aimed at building a good gender balance in the department, especially at the higher level. These steps include offering women more frequent research leave, and promoting women to professorships.

In terms of age, more than half the permanent employees listed are aged 55 or over and took their PhDs before 2000. The large number of younger scholars, including PhD students and post-doctoral fellows, weighs up for this to some extent.

Noragric recruits internationally. Permanent employees listed in the self-assessment include researchers from South Asia, Ireland, France and Romania. Among the junior scholars (PhDs/postdocs) listed, a minority are Norwegian, and others come from Belgium, Cameroon, Canada, Ethiopia, Germany and Iceland. This diversity is testimony to Noragric's good reputation and ability to train high-quality researchers.

All hiring is open, competitive, and international, and job advertisements are in English. This approach to hiring is important because many other institutions hire internally, or do not advertise. The last five permanent academic staff employed have PhDs from other universities.

There is evidence of a high degree of international mobility: overseas nationals who have studied and remained in Norway, but also Norwegians who have studied or worked elsewhere in Europe or North America. There is some evidence of mobility between Norwegian institutions, but, as noted above, half the staff have PhD degrees from NMBU. The department follows the recommendations of the European Charter.

6.1.6 Research production and scientific quality

Noragric has long experience of developing courses, research and academic staff to ensure a focus on critical approaches to the environment and development, and especially the academic field of political ecology. It has succeeded well in this area, contributing published research on topics that challenge the framework of existing international academic debate and policy by presenting local experiences and responses to environmental change. The institution has also developed collaboration with external scholars in Norway or internationally who have been ideal for this type of research. There is little doubt that the institution has a deserved reputation of contributing positively to this field, and that some long-standing employees have international reputations.

The institution submitted ten publications for assessment. They concerned various topics related to environmental challenges in developing countries, as well as informative work about Sámi populations in Northern Norway. In terms of scientific quality, the submitted publications varied from fair to very good. Two papers sought to expand current debates, for example concerning the political analysis of adaptation to climate change, or the need to question simple narratives linking anthropogenic climate change to violent conflict. These papers showed a desire to adopt new approaches to their respective fields, although tending to summarise pre-existing arguments about how to do these, rather than seeking to advance these arguments. More generally, however, many papers tended to be expositions of particular theories in reference to a specific location used as an illustration. The analysis of critical institutionalism is an example of this, where Noragric has submitted work that has become well cited, but which also summarised the authors' pre-existing work. A smaller number of papers presented detailed empirical studies without making connections to other locations or debates in general. Importantly, the publications submitted also included work from contracted visiting international scholars, where Noragric's involvement was not clearly stated. During the interviews, Noragric staff reported that these international staff members are closely involved in the research culture of the organisation. There nonetheless appears to be insufficient acknowledgement of Noragric in the publications by these international scholars.

The institution can be described – and identifies itself – as interdisciplinary, because it carries out social-science analyses of environmental changes, and uses different branches of social science, such as geography, political science and anthropology. However, it is also worth noting that the fields of political ecology and sustainability science are also emerging as disciplines in their own right (some might call them problem-oriented sciences), which, by definition, do not combine different disciplines, but instead seek to look at the policy outcomes of diverse drivers (social, economic, physical). Noragric can in any case be described as clearly located in these fields, and it contributes in a positive and empirically rich way.

The bibliometric data indicate that Noragric performs averagely in terms of other Geography institutions in Norway. The Source Normalised Impact per Paper (SNIP) is 1.2, compared with 1.46 for all Norwegian Social Science, and 1.25 for all Geography institutions. Similarly, the average SJR is just below the average for geography in Norway, whereas the publication points per listed participant at 2.68 is just above. The impact of publications is slightly higher than OECD average but lower than that of averages for Norway and the Nordic countries.

Assessment of scientific quality: 3 – good

6.1.7 Interplay between research and education

The department has identified four core research clusters: climate, agriculture, and development; environmental governance; conflict, human security and development; and rights, accountability and power in development.

These different groups are used in teaching activities that engage with broader academic fields, such as Development Studies, International Environmental Studies, International Relations and so on. These teaching activities range from BA to MA and PhD programmes and include fieldwork opportunities at each level. These activities show a productive balance between teaching and research, and clear links between the research topics and teaching.

6.1.8 Societal relevance and impact

The department has submitted two cases of societal impact. The first study focuses on reindeer herding in Finnmark. It illustrates the institution's style of analysis by questioning scientific claims underlying environmental policy. The Sámi Parliament bought 50 copies and distributed to its members; a further 15 free copies were distributed to the Norwegian Parliament. The book was cited in the Sámi Parliament's white paper on reindeer husbandry. This evidence indicates that the research has been visible to parliamentarians in matters of reindeer policy. Moreover, a reindeer herder successfully challenged the government's culling policy based on the Noragric research. This court case has subsequently been overturned, and then re-challenged in the European Human Rights Court in Strasbourg.

The second impact case considers the impact on the politics of climate change adaptation through the work of one staff member, who was lead author of an Intergovernmental Panel on Climate Change (IPCC) chapter, and through the institution's continuing dialogue with humanitarian organisations such as the Red Cross and Norwegian Church Aid. The evidence of impact on policy as a result of this work is so far relatively undeveloped, however.

Both cases concern examples of research on socially important themes and there is focus on documenting publishing and dissemination, rather than the impacts of dissemination. The research on reindeer herding has, however, the potential to make a significant impact because of its visibility in law courts.

6.1.9 Overall assessment

Noragric has an international reputation for research on critical approaches to environment and development and political ecology. This work can be considered interdisciplinary because it comprises and seeks to integrate different disciplines, such as geography, politics and anthropology, and engages with the 'new disciplines' of political ecology and sustainability science. Its work is socially relevant, with applications in developing countries and in the far north of Norway. It is unlikely that anyone working in these fields will not have read or used work undertaken by Noragric at some point.

That said, both the academic and societal impact of this work could still be stronger. The papers submitted for assessment were empirically strong, but tended to illustrate existing arguments and frameworks, rather than developing new frameworks or testing and expanding existing ones. Papers often relied on case studies or broader literature reviews. The evidence presented for the societal impact of this work was limited to the production and dissemination of policy-relevant research, rather than evidence of actual changes in policy or public life. The Sámi case, however, does provide a good opportunity to generate evidence for possible future societal change as a result of the court case.

6.1.10 Feedback

- Noragric might consider reinvigorating its research practices by focusing on research that seeks to advance debate rather than summarising or illustrating pre-existing debates. One option would be to use the members of Noragric who are usually based at other universities to lead critical discussions and publishing initiatives on themes that can advance Noragric's long-standing interests.
- Noragric might strengthen the social impact of its research by identifying specific changes in public policy or social behaviour that can be attributed to its research, rather than listing dissemination of research alone.

- Explore the academic and administrative opportunities associated with location in a faculty that includes departments with related interests, such as urban planning, property issues and global health.
- Create clarity of ownership of publications and make sure that affiliated international scholars credit Noragric in publications.

6.2 Research group: Political Ecology

The research group Political Ecology was formed in 1999 to produce research on political ecology, or the interaction between politics and ecology, usually in a developing world context. Despite its being presented as a research group here, it has not yet been formally registered as a group at Noragric. Members participate in three research clusters: rights and power in development; environmental governance; and climate change and agricultural development.

6.2.1 Organisation, leadership, strategies and resources

The organisation of the research group reflects its status as a loose collection of researchers working together in projects and on related themes, rather than as a tightly organised and governed group. The self-assessment refers to its internal structure as promoting ‘internal democracy and horizontal organization.’ Consequently, it takes a ‘flexible approach’ in order to adapt to the needs of individual research projects.

The group has developed a reputation for writing on critical approaches to environmental problems, often involving a political approach to how social influences and scientific knowledge interconnect. Much recent work has focused on governmentality within environment and development. The group has also sought successful collaborations with appropriate and productive international researchers and networks. External funding accounts for most of the support for research.

It is clear that the research group contributes to the objectives of Noragric as an institution, and that the group has a clear identity in its field of academic research. At the same time, however, there is also evidence that the group could seek to achieve more, or to engage more critically with some of the themes it writes about.

6.2.2 Research personnel

The research group comprises 14 researchers, nine of whom are men and five women. The group also comprises seven PhD students, three of whom are women. Two members of the group are originally from Africa. The research group therefore displays some diversity, but is not yet gender balanced.

There is support for PhD training within the group. Of the seven students, five have scholarships from the university, and the remaining two have been funded through projects.

The group also invites and works with international scholars whose research is relevant to the group and it follows the recommendations of the European Charter when recruiting staff.

6.2.3 Research production and scientific quality

Ten publications were submitted. They comprise nine journal articles and one book. Five of them were also submitted as part of the institutional self-assessment. The journals are all internationally recognised and respected. Four out of the ten submitted publications were at NPI level 2.

Overall, the publications are coherent because they all show local context defined through socially sensitive fieldwork, and because they all seek to criticise orthodox, established views of policy or the nature of environmental degradation, which can be challenged through this research. Most research focused on developing countries, with some papers about minorities in Norway. For example, the papers criticise orthodox rational-choice approaches to institutions, narratives of Malthusian collapse, or the established, official expertise about reindeer.

The scientific quality was judged to be very good. As with the assessment of the institution's publications, many papers were empirically detailed, but sought to illustrate pre-existing concepts and debates, rather than use empirical analysis to advance conceptual frameworks. Some also aimed to redefine these debates. Four papers relating to REDD+ in Tanzania, water grabbing, the Sahel, and institutional theory have been attracting considerable attention and have been highly cited.

Much of this research can be called interdisciplinary because it seeks to interrogate the interface between science and policy, or how communities of researchers within physical science speak to policymakers and vice versa.

It was also noted that two of the more cited publications were from group members, who are also based at foreign universities, and these publications made no acknowledgement of Noragric. However, during interviews it was confirmed that the work was done as part of their affiliation with Noragric.

6.2.4 Networking

The research group were among the original founders of the Political Ecology Network (POLLEN) that focuses on political ecology research and has bi-annual conferences. The second meeting of POLLEN will be co-organised by Noragric in Oslo. Moreover, the research group has forged successful collaborations with relevant and well-known scholars based at other universities in other countries, resulting in useful publications.

6.2.5 Interplay between research and education

The research group contributes to teaching at Noragric. The group contributed Scandinavia's first postgraduate course in political ecology in 2002, and then added an undergraduate course on this subject in 2012. The head of the research group is also head of Noragric's PhD programme in Environment and Development Studies and responsible for the two PhD courses run by the department: on thematic issues in environment and development, and on qualitative methods. The group also co-organised the first PhD course in political ecology in France.

6.2.6 Societal relevance and impact

The research group focuses on topics of immense social relevance, such as governing dryland degradation in Africa, access to land rights, and definitions of resource scarcity.

The group has offered an impact case study of its work relating to Sámi reindeer pastoralism in Norway. The case concerns the ability of Noragric's research to challenge the predominant narrative that the main problem in reindeer pastoralism is overstocking. The group argues that impact has been achieved by getting their research read and known by distributing copies of a book, and by holding seminars involving the Sámi Parliament, the Norwegian Reindeer Herders Association, Vitenparken at NMBU, and the Globalization Conference in Oslo. These activities have led to the Sámi Parliament acknowledging the significance of this work in its white paper on reindeer husbandry. Moreover, in 2016 a law court cited the Noragric research when it supported one reindeer herder in his challenge

against the government requirement to reduce his herd. This decision was then overthrown by the High Court, and it has currently gone to the European Human Rights Court in Strasbourg.

The research has led to a demonstrable link between its arguments and a tangible outcome concerning the court case. This legal outcome, and the reference to the research, is much stronger than simply disseminating the research.

6.2.7 Overall assessment

The group has achieved international visibility, useful and productive collaboration with international researchers, international funding, and useful engagement with questions of social relevance. The impact case demonstrated that the research led to a legal decision that cited the research in order to challenge official policy (although the longer-term impacts have yet to be recorded).

The research publications by the group show wide variation in quality – from some thoughtful and strongly argued analyses that challenge existing thinking to other papers that, in the main, have tended to be descriptive and apply pre-existing concepts and frameworks, rather than seeking to redefine or assess these frameworks. Some of the most cited or more ambitious work is also conducted by international researchers who have an affiliation to the group, and whose publications do not always make it clear how they are affiliated to Noragric. The group's own description of itself as a non-formal group within Noragric might contribute to this situation, because the structure is somewhat flexible and uncoordinated.

Assessment of research group: 4 – very good

6.2.8 Feedback

- The main recommendations of this evaluation are to seek ways to enhance the contribution of this group to wider debates about theory, and to go from being users to being developers. Perhaps it might be possible to use the visiting researchers and international group members to stimulate further debate and reflection on this issue.
- It is possible that a more directed group structure might lead to a more ambitious engagement with research. Such coordination, of course, would require participation by its members.
- Ensure that affiliated researchers based at other universities credit Noragric in their publications.

7 Norwegian University of Science and Technology, Faculty of Social and Educational Sciences

Norwegian University of Science and Technology, Faculty of Social and Educational Sciences							
Units included in the evaluation of geography	- Dept. of Geography			Listed researchers		36	
				Listed research groups		1	
				No. of researchers in listed research groups		12 (15 CVs)	
Other units of the faculty (institution)	- Dept. of Social Anthropology - Dept. of Social Work - Dept. of Sociology and Political Science - Norwegian Centre for Child Research at the Dept. of Education and Lifelong Learning			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	2/-	1/4	2/1
				Total per year	2	5	3
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
					2014	2015	2016
Funding of the institution				PhD positions	4/28	-/-	5/17
Total expenditures	87 029	85 986	86 136	Post.doc positions	-/-	1/4	1/3
Types of funding				Permanent positions	-/-	1/6	-/-
				Education			
Core funding from the Norwegian gov.	68 342	68 410	65 880	Study programmes BA level - Bachelor in Geography			
External funding, RCN	15 944	15 547	17 494				
External funding EU	846	1 418	1 696	Study programmes MA level - Geography - Entrepreneurship, Innovation and Society - Development Studies, specializing in Geography - Globalization: Transnationalism and Culture - Geography with Teacher Education - Natural Resources Management, specializing in Geography			
External funding, other sources	1 897	611	1 066				
				Other One-year programme in Geography			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

7.1 Geography at the institutional level

7.1.1 Organisation, leadership and strategy

The Department of Geography is part of a new faculty structure at a recently merged (in 2016) Norwegian University of Science and Technology (NTNU). The management and leadership model is based on a faculty dean and heads of department structure including vice deans and deputy heads of department. Leadership was not raised as an issue in the SWOT analysis or interviews. While some concerns were raised about Geography's place in the new faculty structure and uncertainty about the budget, these have been allayed by the institution following the reorganisation. Broad goals are set out at the faculty and university level. Geography fits within social science, with a small physical geography group that can potentially contribute to the university's main focus on science and technology. The faculty's strategy is focused on 'knowledge for a better society'. The aim is to achieve a high international level in terms of research and education quality, although a new strategic plan is under development in the wake of the university merger and new faculty structure. Four core research themes are identified and prioritised.

The faculty aims to support interdisciplinary research and education. Research strategy is not articulated at the departmental level beyond the broad aim of increasing the number of high international-level research groups through faculty support and funding, international sabbaticals, and recruitment. At department level, research management underpins key strengths in staff autonomy on research organisation and priorities and there is a wide range of research and several internationally strong research groups. Within Geography, the research groupings are not formalised and fully established. Research clusters 'form around externally funded projects', and 'the groups fluctuate over time' in number and involvement in research. External funding is sought by departmental staff, and it increased modestly as a proportion of the total, from 21 to 24%, between 2014 and 2016. The external funding has been generated from a range of international, national and regional bodies. Clear and strong articulation of the departmental strategy and priorities is lacking, giving rise to potential risks in the context of institutional reorganisation. Research is organised around a wide and diverse range of interests, often based on relatively small numbers of staff.

7.1.2 Institutional follow-up of previous evaluations

The key recommendations from the evaluation of Geography in 2011 concerned the issues of focus and conducting research on a broad range of topics, as well as increasing the number of publications in journals other than the *Norwegian Journal of Geography* (managed by the department). It is noted that the RCN allocated strategic funds to strengthen subjects following the evaluation. The Geography Department is involved in three projects aimed at strengthening cooperation between geography departments in Norway around the themes of geographies and mobilities, the research school, and political ecology and environmental policy. It is not clear whether and how these thematic foci have helped to focus and consolidate research interests.

7.1.3 Resources and infrastructure

Detail on resources and infrastructure is limited. The budget model has remained unchanged in the new institutional structure. The workload model entails a 50:50 split between research and teaching, and associated administration is absorbed within these two areas. Several of the more stable and established research groups have succeeded in securing national research funding. It is positive that financial support is available to help publication, for example language editing and encouraging permanent staff to co-publish with PhDs and post-doctoral researchers. There is some connection and

involvement by the department in databases (e.g. vulnerability to natural hazards), equipment (e.g. geodetic, topographic surveys), lab equipment (e.g. GISLab) and field labs (e.g. Oppdal). There is a strategy for national and international research collaboration aimed at promoting international excellence and participation, including resources for sabbatical leave (every 5 years), international travel expenses, and small-scale strategic research funds for project development and cooperation. Workshops have been organised to address national and international funding calls, especially for younger staff. There is no major research infrastructure of national or international significance. A new and separate research administration unit at faculty level has been established to support external funding bids but this has yet to be evaluated. Whether the resources and infrastructure are adequate, appropriately utilised and/or well administered to support Geography in its changing institutional context is not commented on.

7.1.4 Research environment

Little is said about this in the self-assessment, although regular weekly internal seminars are held by staff to encourage dialogue and feedback on research papers. The PhD students have requested additional mechanisms whereby advice and guidance from staff regarding publishing can be obtained in a more structured manner.

7.1.5 Research personnel

Recruitment and career development are the central elements of the department's strategic focus on building internationally strong research groups. A twofold career path is followed to professorships (main path) and to education/teaching and societal dissemination. Gender equality goals and actions are situated at the university level, for example a skills development grant and mentor programme. University level policies and funding are available to support internationalisation, publication and post-doctoral career opportunities, for example a fellowship programme. The university signed up to the European Charter and Code in 2008 and has embedded it in its institutional HR strategy and practices.

There has been limited recruitment to the department, one permanent position in the period 2014-2016, which attracted only six qualified applicants. Similarly, only four applicants applied for two post-doctoral positions during the same period. The picture is more positive for PhDs, with nine studentships and 45 applicants. PhDs and post-doctoral researchers are increasingly funded by external projects. Appropriate support appears to be in place, for example through supervision and guidance on publishing strategies. It is claimed that recruitment decisions are shaped by 'strategic discussions' among staff, but they appear to be overly shaped by teaching requirements rather than research considerations. There is no clear sense of recruitment based on strategic research priorities or strengths. Overall, there is a mix of mostly internal recruitment and some limited international appointments. International mobility of staff is limited and uneven. The department's gender balance of 5 to 4 male:female is broadly in line with the 90:79 overall ratio for Geography in Norway. More focus is being given to increasing the number of female professors and on increasing ethnic and sexual diversity. The lack of any plan for growth and expansion and the limited level of recruitment raise issues of size, critical mass and sustainability, especially in the new institutional structure. The department has only been able to recruit when staff leave or retire. Weaknesses are identified, such as a need for 'better staff utilisation', for cooperation and building research groups, and to address the existence of some staff with low publications rates often associated with higher teaching loads.

7.1.6 Research production and scientific quality

The institution and department are committed to building research groups of international quality. Research covers a 'broad range' of human and physical geography, with some interdisciplinary links. A thematic focus is articulated at the nature-society interface, alongside conceptual issues concerning space, place, scale, structure and agency, and four strategic areas are identified. Research is divided between more theory-driven work and empirical work with international coverage. Diverse approaches are employed. This approach to research organisation appears to be loose, fluid, project-focused and empirically driven, and it seems to lack strategic prioritisation of key and growing areas. In the new structure, efforts are being made to identify strategic research areas and the research group concept is being used in strategic planning.

Publications were selected based on impact, level 2 standard and sub-disciplinary and methodological diversity. There is an uneven ambition among staff in relation to targeting research for publication in the top international journals. There are few examples of work of the highest international quality in the top journals, although those that do exist are very strong and contain some cross-disciplinary elements. Elsewhere, there is unevenness, with lower quality output published in softer outlets. There are some reasonable quality publications in decent journals alongside book sections in collections from lower quality book publishers. The breadth of research in the department is claimed as a strength, but fragmentation and the need for more strategic focus in future is accepted. Reported problems include high teaching loads with large teaching numbers, and long teaching semesters that limit research time, especially for international activities, and limited funding is available for conference attendance and networking building.

The bibliometric data suggest that the scientific impact of the work of the geographical researchers within the department is slightly above the overall impact of research in the same field in the OECD, but below the same fields in Norway and the Nordic region. The overall share of NPI level 2 publications is 35% and 33% for journal publications, which is above the national target of 20%. The average SJR value (1.15) is lower and the average SNIP value (1.40) higher than the geography averages for Norway. Overall, the department is performing more or less on a par with or slightly lower than the wider field in Norway.

Assessment of scientific quality: 3 - good

7.1.7 Interplay between research and education

Achieving an appropriate balance between research and teaching appears to be an issue, with large teaching classes and long teaching semesters putting pressure on capacity and time for teaching and research. No clear strategy is articulated for striking the appropriate balance between, and management of, research *and* teaching. There is a stated focus on 'research-based teaching' in the undergraduate programmes, postgraduate taught programmes, postgraduate research and geography teacher education programmes. Some links are in place to connect research with the teaching programme across the different levels. Integrating research students into projects is acknowledged as a challenge, and there is an aspiration to improve this interplay. MA thesis topics and funding have been used to facilitate student contributions, for example. There is some evidence of connections between disciplines in teaching and research. In an example of good practice, staff members have also worked with MA students to produce co-authored output in lower ranked journals.

7.1.8 Societal relevance and impact

The department's strategic goal is to make research 'visible for the wider society'. The focus is on using various appropriate and standard communication channels to disseminate research to academic and policy audiences. While it is positive to have a strategic goal, the approach is output and communication-focused rather than strategy and impact-oriented in terms of ensuring that beneficial changes result from the department's research. Resources to document the impact of Geography's research are identified as a key limitation. Various research projects are connected to the Norwegian Government's Long-term plan for research and higher education, especially on climate, environment and clean energy; public sector renewal and services; and innovative and adaptable industry. A link is also made to the Norwegian Researcher School in Geography. International capacity building programmes are evident as well (e.g. Uganda, Tanzania). Funding is provided for dissemination in connection with external research funding calls. An identified obstacle is the lack of time for research engagement and impact activities, given other research and especially teaching commitments, as well as a lack of skills.

The three interesting and substantive case studies submitted are underpinned by credible research in decent publications outlets. A variety of standard dissemination channels were used. In line with the overall pattern in Geography, most activities are nationally focused although some have international reach. The action-research project Voicing Noise is noteworthy in genuinely explaining the engagement and collaboration strategy and aims, the positive impact of the project research, close cooperation with partners, and the publication of underpinning research in reasonable quality outlets. Compared to the overall pattern of impact activities in Geography, the impact matches the predominant channels of research dissemination and collaboration with external partners as well as political and educational effects, but its stronger case has a clear community beneficiary focus. Overall, the impact of the research ranges from high to low across the spectrum, with a very good case study at the top end. The very good case demonstrates the importance and value of building on engagement and dissemination to drive outcomes and impacts of the research. Lessons from this case can be learnt and shared with the rest of the department.

7.1.9 Overall assessment

Overall, the quality of the research and research environment is good, with only a few peaks of international excellence. The organisation and resources seek to support research activity through a range of mechanisms. The conceptual and theoretical ambition and contributions of the work are often limited. Much of the research is nationally focused. The uneven research performance and limited recruitment entails a potential risk of longer term marginalisation within the new faculty and university structure.

7.1.10 Feedback

- Ensure that the new departmental research and teaching strategy seeks to position, enhance and grow Geography within the new and reorganised university and faculty structure (e.g. in relation to new faculty-level interdisciplinary initiatives);
- Establish a process for the identification of research priorities and mechanisms to support them, especially with a view to strengthening research group composition, identity and collaborations (rather than leaving them focused and driven by individual projects, and potentially fragmented);
- Develop strategies and support mechanisms to widen the base of researchers' publishing and bidding for external research funding, and endeavours to make stronger contributions to the

national and international research frontier, and to better utilise the capacity of especially senior and experienced staff for external funding generation;

- Articulate a strategy and support mechanisms to raise the ambition for and quality of staff research publication in the highest quality international journals;
- Develop a strategy and actions to better connect research *and* teaching within the department (e.g. recruitment to reduce staff-student ratios, block teaching modules to facilitate research leave, curriculum redesign to facilitate team teaching, and staff circulation and research leave);
- Establish a clearer and more integrated career plan and pathway for PhD students and post-doctoral researchers;
- Develop a department-level internationalisation strategy and funding support for staff to spend more time outside Norway;
- Enhance departmental and international cooperation and collaboration, building on its peaks of excellence;
- Support an increase in the number of researchers conducting research with public and policy engagement and impact, and link it more clearly to reputation and profile raising (e.g. via training, knowledge exchange and sharing, gearing time allocation to engagement and impact);
- Improve procedures to increase PhD completion times and rates.

7.2 Research group: Geographies of climate change effects

7.2.1 Organisation, leadership, strategies and resources

This research group Geographies of climate change effects was established in 2006, since when it has grown in size and interests. It currently includes 12 listed members, plus four other members who are mostly PhD students and one temporary researcher. It has no listed members from other countries.

The research group's objective is to explore the meaning and relevance of vulnerability and resilience in the Norwegian context, and to apply and measure these concepts in a policy setting. It also aims to link physical and socioeconomic vulnerability and resilience to climate change. The group allows its members to pursue this research by issuing grants and adopting a 'flat' leadership structure that does not impose a hierarchy based on competence, age or gender.

Evidence suggests, however, that the group has a rather disaggregated set of activities. The most identifiable part of its research seems to concern vulnerabilities and resilience, although the conceptual and theoretical ambition of this work is relatively under-defined. Moreover, the physical environment theme seems to be more self-contained and has little connection or interaction with other themes. Furthermore, the funds received by the group still include research (specifically SPARC and SLOPES) that is largely geomorphological, rather than falling within the stated aims of the group, i.e. social hazards, resilience, or vulnerability.

In terms of research funding and institutional support, the group has achieved some success in applying for Norwegian funding and funding from elsewhere in the Nordic region. Moreover, the group allows younger scholars to spend time at foreign universities, and it hires and hosts visiting international scholars.

7.2.2 Research personnel

The group's core members comprise eight men, all older than 30. The four additional listed members comprise two men and two women; they are also all over the age of 30. These figures appear to be consistent with other institutions, although there seems to be a relative shortage of younger members.

The research group's statement says that junior scholars have spent time with international research groups, for example at the University of South Carolina, or Linköping (Sweden), and the University of Iceland (although most of these are only project-funded and project-based). The evidence therefore suggests that the research group is highly focused on researchers who can specialise in Norway (occasionally with experience from neighbouring countries); and with a slight emphasis on older researchers.

7.2.3 Research production and scientific quality

Ten publications were submitted for assessment, although the list included one duplicate. The scientific quality of these publications was generally fair to good, but with some limitations. For example, the submitted publications included papers that spoke directly to the group's objectives of resilience and vulnerability. The publications also included one paper on physical science, on permafrost, and one book chapter on social perceptions of landscapes that lacked any connection to resilience and vulnerability. The work generally also had limited application outside Norway. The research did show new thinking about how to present and analyse this information through a web-based visualisation tool.

Together, the papers are useful and clear summaries based on solid empirical work, but they have also made limited contributions to wider debates, or lack original thinking about substantive issues. In general, the research group has specialised in descriptive work about Norway, rather than using the experience of Norway to advance thinking about climate change effects (or responses) in general.

7.2.4 Networking

The research group has succeeded with some networking. It has participated in exchange programmes with other universities, such as Linköping, Iceland and South Carolina – as well as working with scholars from elsewhere in Norway. The reason for these foreign links is not explained, however. It has also secured some international funding. In 2011, it became a lead partner in the *Nordic Centre of Excellence for Nordic Strategic Adaptation Research*. These activities can be called appropriate networking, even if they are somewhat locally focused.

7.2.5 Interplay between research and education

All permanent members of the research group have a 50% commitment to teaching. The group teaches an undergraduate course, *Climate Change Effects*, based on its research. It has attracted up to 100 students each year, more than half of them international students. From 2018, the group will also give a more practical-oriented course on *Tools and Techniques for Climate Change Studies*. However, the group's self-assessment does not discuss the overall relevance of climate change research to teaching, or how its research activities are an added advantage.

7.2.6 Societal relevance and impact

The research group lists four impact case studies:

(i) Anthology

This case refers to the impacts of a research anthology in Norwegian comprising 15 chapters based on the group's work. The case for impact is based on 266 sales between 2013 and 2016. In addition, the book was discussed at a seminar in 2013 for teachers in secondary schools, which have encouraged the attendees to use the book as reference material. Furthermore, the book has been used by members of the Norwegian Directorate for Civil Protection, and a member of Flakstad municipal

council has mentioned it as useful. The case shows evidence of dissemination, but not really of impacts resulting from these activities. No evidence is offered that the anthology has had an actual impact by causing change.

(ii) View Exposed

This refers to the visualisation web tool that displays a vulnerability index and identifies municipalities that are especially at risk. The case for impact is based on the ‘considerable’ media attention (70 entries in newspapers and radio) in connection with its launch in 2013, followed by a series of workshops that attracted 11 stakeholders to the first meeting, and then two later meetings that had 50 and 30 participants in Central and Northern Norway. The visualisation tool is clearly of social importance, but no evidence is offered that it has had anything other than modest impact. Instead, the main evidence offered is related to raising national and district-level awareness of the tool. There is no discussion of ‘impact’ other than attendance at meetings or media attention.

(iii) VisAdapt

This refers to a further web-visualisation tool aimed at improving Nordic homeowners’ understanding of climate change and vulnerability. The case for impact is based on more than 25,000 recorded entries on the website since November 2014; on eight articles having been published on this research; and on the claim that the tool has inspired organisations with responsibility for national climate services. It should be noted that five of the eight publications are by members of the research group, and no further evidence is provided about what was inspired in the other organisations. Three individuals are listed as potential sources of the impact of the tool. It is clear that this tool is socially relevant, and it is also clear that more evidence is presented for impact than for View Exposed. Public access to the tool demonstrates interest and awareness, but not much else. There is limited evidence of actual impact here – i.e. it is not demonstrated what has changed as a result of this tool.

(iv) ClimRes

This is another visualisation tool, which displays information about compensation for natural damage paid to Norwegian homeowners from the Norwegian Natural Peril Pool. This information informs decisions about insurance, and helps local authorities to prepare for climate change impacts. The case for impact is based on two references to slide shows given by the same professional who represents Finance Norway. The first presentation (on evidence-based assessment of Sendai indicators) refers to ClimRes twice; the second presentation (on sharing insurance loss data with local and national authorities) uses the ClimRes interface as part of its information. While it is again clear that the subject matter is socially relevant, there is little evidence of what the impact has consisted of. It also seems rather weak to rely on slide show presentations by the same person as evidence of impact: this is not evidence of impact, it is evidence of dissemination and that some professionals are debating ClimRes. It is not evidence of change in public practice resulting from the tool.

7.2.7 Overall assessment

The strengths of the group are that it has specialised in providing climate-related information relating to risks in Norway, and it has made this information publicly available using web visualisation tools. The research group contributes broadly to the institution’s core research activities, and it offers a well-attended course for undergraduates (and another course is planned). The limitations of this work, however, are that the research has remained largely descriptive of information relating to Norway, rather than being analytical about what the research means for Norway, or for a wider understanding

of climate change effects. The cases of social impact also refer to socially relevant outreach activities, but the impact so far lies in dissemination rather than in social or policy changes that have resulted from this work. Its engagement with research activities and groups outside Norway is relatively small.

In terms of personnel and leadership, the group has a flexible and open structure that allows different researchers with funds to pursue different interests. This structure seems to be slightly oriented towards older researchers, however. It is also possible that the open structure could encourage lack of cohesion between research themes.

Assessment of research group: 2 - fair

7.2.8 Feedback

- Consider ways to enhance the depth of social science research on social vulnerability, hazards and resilience in order to contribute to conceptual frameworks and general policy debates rather than describing experiences in Norway alone.
- Justify international collaborations more in order to show the strategic purpose of networking, and to link this to the group's research objectives.
- Diversify the group to increase the emphasis on younger members.
- Consider ways to make the group's impact focus on more than dissemination.

8 PRIO The Peace Research Institute Oslo

PRIO The Peace Research Institute Oslo							
Units included in the evaluation of geography	- PRIO The Peace Research Institute Oslo			Listed researchers		12	
				Listed research groups		1	
				No. of researchers in listed research groups		6 (18 CVs)	
Other units of the institution				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/-	2/2
				Total per year	-	-	4
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	2/44	-/-	-/-
Total expenditures	87 029	85 986	86 136	Post.doc positions	-/-	-/-	-/-
				Permanent positions	1/67	-/-	1/85
Types of funding				Education			
Core funding from the RCN	16 111	16 681	17 693	Study programmes BA level			
External funding, RCN	44 749	50 473	43 068				
External funding EU	7 737	5 987	1 913	Study programmes MA level			
External funding, other sources	47 194	49 931	41 788				
				Other Over the last three years, PRIO has publically announced positions on ten separate occasions, though only two could be considered within geography-related projects. Additionally, PRIO has had open calls for permanent researcher positions (no particular project, discipline or number) on two occasions, in 2014 and 2016, leading to the hiring of one geographer.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

8.1 Geography at the institutional level

8.1.1 Organisation, leadership and strategy

PRIO The Peace Research Institute Oslo is an autonomous, multidisciplinary research institute for peace research. It is organised with a board comprising seven members (four women, three men), a director appointed by the board for four years, and a consultative council consisting of all employees with permanent positions and non-permanent staff who work 50% or more for at least six months. All matters that are dealt with by the board (except personnel matters) have to be presented to the council for recommendation before a decision is made. The current organisational model was adopted in 2011.

The research is conducted in three research departments (Conditions of Violence and Peace, Dimensions of Security, and Social Dynamics) and there are 15 research groups. PRIO also has an overseas office, the PRIO Cyprus Centre. Each department has a director and is responsible for its staff, finances and output. Some of the research groups cut across the departmental structure, but for managerial purposes are allocated to the department of the project leader. The institution has a leadership team composed of nine persons with different leading and administrative positions in the departments. It serves as an advisory board for the director and discusses strategic issues of all kinds.

The strategic aim of the institute and its long-term mission is to conduct research for a more peaceful world through a global peace research agenda focusing on shifting responses to conflict hotspots, especially environmental, demographic, technological and security factors. In the current four-year strategy (PRIO Strategy 2014–2017), the research orientation is expressed in three broad thematic areas: Technological Change, Inequalities and Insecurities, and Contested International Engagements.

The research institute seems to be organised extremely well, with a research-oriented structure and with a sound relationship between administrative and strategic decision-making. The leadership is oriented towards achieving the best possible research conditions and the strategy identifies clear thematic specialisations. Even though the orientation is rather specific, there are possibilities for individual researchers to develop research in other directions.

8.1.2 Institutional follow-up of previous evaluations

PRIO was not included in the 2011 Geography evaluation, but it has been assessed in other evaluations. According to the self-assessment, these have been used to improve the strategy of communication with multiple audiences and to enhance societal impact.

8.1.3 Resources and infrastructure

Each project has its own budget and resources. A large share of the financial resources available for PRIO research comes from RCN-financed projects, together with other external funding from public and private Norwegian sources. The research institute is aware of the lack of major EU funding, and it emphasises diversification and allocates resources to increase EU and ERC grants. Of the total funding of NOK 100 million, RCN funding accounts for around 40%. The share of funding received from the EU was only 2% in 2016 (down from 7% in 2014). Contributions from the Norwegian government besides the RCN have increased, and in 2016 amounted to 17% of funds received.

PRIO has high ambitions when it comes to building databases for conflict research and it has proposed establishing a Peace Science Infrastructure, a strategic resource for research. It has not been successful yet, however.

PRIO sees itself as well positioned to take advantage of opportunities for strategic partnership and to meet educational demands, but the problem is its reliance on short-term external funding, which makes long-term planning problematic. This is a particular challenge for institutes with high dependence on external funding.

8.1.4 Research environment

One important and essential part of the work of the project groups is to serve as forums for discussing theory and methods. PRIO is developing strategic collaboration with units at the University of Oslo with the objective of identifying a means of relocating closer to UiO. Although this has not materialised due to a lack of suitable facilities, they have a range of other formal arrangements with UiO.

The institute organises a PhD level Research School on Peace and Conflict funded by the RCN. The institute organises brown bag seminars, working groups, feedback on draft papers and other kinds of support for the students. The PhD courses are taught together with other departments at other universities.

8.1.5 Research personnel

The self-assessment stresses that PRIO's group-based research organisation does not correspond to disciplinary divisions. As the institute is multidisciplinary, recruitment is not based on specific academic disciplines but on interest in and knowledge of the theme in question. The institute's research relies on external funding and the researchers are recruited to meet the needs of specific research projects. Recruitment is international and the institute aims to be an attractive employer for researchers from around the world. There are indeed many non-Norwegian nationals working at PRIO and the working language is English.

The institute has gender equality as a strategic goal and aims to increase the number of female research professors by strengthening career development for female staff. It seeks to promote a minimum of three female staff members to research professor (Forsker 1) during the current strategic planning period. At present, 53% of PRIO's employees are women. However, only 23% of research professors are women, whereas 72% of PRIO's research assistants are women. At the organisational level, there is fairly equal representation of women and men among board members, institutional leaders, research directors and research group coordinators.

The total number of employees is 67, almost half of whom are researchers. The institute recruits both junior and senior researchers, and there were 17 PhD students in 2016. Most of them spend a period abroad or undertake all of their research and education at a university abroad. Two PhD student positions were advertised and two graduated in geography in 2016.

The institute promotes career progression through different stages and strongly supports mobility through exchange programmes and hosting guest researchers. The staff have some opportunities for sabbatical leave and they are encouraged to plan stays at other research institutions as an element of research funding applications.

Although PRIO research is multidisciplinary, academic disciplines are also of importance and the number of geographers has increased as the environment has become a more and more relevant topic.

The risk of losing highly skilled and experienced researchers is a threat, as job security at PRIO is low compared with what is normal in public sector institutions.

8.1.6 Research production and scientific quality

In the self-assessment, the institute describes itself as one of the world's leading institutions for peace and conflict research, but it does not feel recognised as such in Norway, which is partly reflected in the issues of job security and reliance on external funding mentioned above.

As the institute is multidisciplinary, a clear geography discipline is not so easy to define at PRIO. The self-assessment defines disciplines in terms of publication outlets. Unsurprisingly, the most favoured geographical journal has been *Political Geography*, although publications have also appeared in a wide range of other journals, such as *Development and Change*, *Global Environment Change*, *Journal of Ethnic and Migration Studies*, *Ethnic and Racial Studies*, *International Migration Review*, *Geoforum* and *Global Networks*. Of the 15 research groups, the Migration group is the one most closely related to geography; its research focuses on traditional geographical migration topics under the headings Migration Processes, Belonging and Diversity, and Transnational Practices. The self-assessment explicitly highlights this research about migrant practices, especially concerning remittances, as one of the most successful areas of PRIO's work, with over one hundred scientific publications in highly ranked international journals.

Other geography-related research themes at the institute are: Inequality and its Geographical Dimensions, Spatial Disaggregation of Conflict Dynamics, and Socio-political Aspects of Natural Resource Management and Natural Hazards.

The submitted publications reflect this broad spectrum of research at the institute, with a slight predominance of texts on migration. The publication strategy emphasises international journals and the listed texts are published in journals of overall high quality, with four journals at level 2 and most of the others at level 1. The choice of journals is significant in relation to the audience for the research. Some of the articles are good contributions to the field and some have a significant number of citations, suggesting that they are well read within the research field. The submitted articles show competence in both qualitative and quantitative methods. There is no particular theoretical focus, but the distinct focus on migration studies is heavily influenced by theories of transnationalism.

According to the self-assessment, gender perspectives are integrated in most research at the institute, sometimes explicitly so, such as in the project 'Gender in Politics in Somalia'. PRIO also states that its researchers seek to be gender-sensitive when designing research questions and in relation to methodological considerations. Some of the institute's publications explicitly address these themes. The articles submitted as PRIO's ten best publications in recent years do not have that focus, even though the self-assessment stresses that gender perspectives are generally integrated into PRIO's projects and publications.

It is not entirely clear from the submitted publications which authors qualify as PRIO researchers. According to the interviews, it has been a problem getting researchers to add their PRIO affiliation even when they are paid by the institute.

The publications are of high quality overall. The institute contributes a high degree of originality to the research field internationally, with publications in high-quality outlets. The publication structure shows that journal publication and books and book chapters of high quality predominate. The bibliometric data also show that the publication rate at PRIO is impressive. The scientific impact is above the overall impact in the same field, in relation to the OECD, Norway and the Nordic Region. The share of NPI level 2 is high (56) and 32% for journal publications, which is above average.

8.1.7 Interplay between research and education

Staff are expected to spend at least two-thirds of their time on externally funded research. The rest is allocated to work on project development, competence building and peer review work. The institute does not itself give courses, but staff contribute to education through summer schools at the University of Oslo and the previously mentioned PhD courses. The researchers give lectures and examine students in relevant programmes at the University of Oslo and elsewhere. Some researchers have also contributed to a course textbook on Human Geography and PRIO takes part in the 'Norwegian Network on Geographies of Mobilities', including supervision of PhD and master's students. Some students work as research assistants in ongoing projects, which is one way of optimising the interplay between research and education. The self-assessment does, however, mention a significant limitation on the institute's ability to incorporate PhD students into its research. As expectations of researchers' competence and skill are very high, there are limits to the numbers of suitably qualified PhD research assistants, particularly given the increasing emphasis on statistical modelling in conflict studies.

One possibility would be to employ those who are still learning to carry out important – but less sophisticated – parts of the research and to test out new research pathways and topics.

8.1.8 Societal relevance and impact

The institute's strategy concludes that the work builds on academic excellence, communication with communities of scholars, policymakers, practitioners and the general public. Collaboration is thus an important part of the institute's strategy. It has visualised the strategy in a 'Communication Wheel', where it identifies a number of specific groups with which it seeks to collaborate: the general public, stakeholders and the academic community. It sees its societal relevance as very high and it has a number of projects that fall under national Long-term plan priority area number 3 – which are directly relevant to the public sector – on governance of diversity. Migration Research produces a newsletter containing information about research results, and researchers are active in social media and other public channels. PRIO engages in a number of activities that seek to enhance user involvement. For example, it has an advisory board with stakeholders and end-users, which meets several times a year. It also organises roundtable meetings and other dissemination meetings and knowledge exchange activities. However, its activities in this area face competition from large consultancy companies that focus on knowledge exchange on a commercial basis.

PRIO publishes reports and popular science articles in the media. The primary audience is the international academic community, however, and only 5% of publications are described as being directed at national audiences.

The submitted societal impact case, 'Stimulating debate on what it means to be Norwegian', is a methodological tool for education about citizenship in schools. The research is based on focus group discussions with pupils. They collected 287 written texts about the understanding of nationhood and organised 33 focus groups. The result has been made available on a website for educators named Dembra, a programme funded by the Ministry of Education for lower-secondary schools that is intended to counter racism, anti-Semitism and undemocratic attitudes. PRIO's research on 'Norwegianness' has undoubtedly been used in schools and by the Norwegian Directorate for Children, Youth and Family Affairs.

8.1.9 Overall assessment

PRIO is a well-organised research institute producing high-quality research. However, the submitted publications do not necessarily live up to institute's overall ambition of being a world-leading research environment, as more theory development would have had to be present for this to be case. The institute has had a high degree of success in securing funding, primarily from national sources, but also to some extent from international sources.

8.1.10 Feedback

- Increase applications for research funding from international sources.
- Build a communication channel to promote PRIO research to the Norwegian academic community.
- Create opportunities for master's and PhD students to work on research projects, to enhance training and innovation, develop the institutional skills base and test new research pathways and topics.
- Increase the visibility of gender research.

8.2 Research group: Migration

8.2.1 Organisation, leadership, strategies and resources

The Migration research group dates from 2005, when PRIO prioritised migration in its research strategy. Like other groups at the institute, it is led by a coordinator and involves researchers from different departments at PRIO. The aim is to achieve PRIO's strategic goals through a number of high-quality, research-related activities.

The research group relies entirely on external funding, like the rest of PRIO. PRIO provides it with infrastructure such as library and IT services, however. Most of the group's funding comes from the RCN; a four-year project on 'Transnational lives in the Welfare State' is the largest contributor (NOK 11 million). There are also other national public sources of funding for smaller projects, as well as international private foundations. One twelve-month project about transnational migration, citizenship and the circulation of rights and responsibility is financed by the EU. The annual budget is approx. NOK 11 million for 20 ongoing projects.

The migration group is small, but seems to be quite well-organised. With some well-financed projects, there are good conditions for successful research contributions.

8.2.2 Research personnel

As the research group focuses on a specific topic, the researchers are recruited based on the relevance of their skills and expertise. The overall strategy resembles the recruitment strategy of PRIO as a whole as regards gender equality, career development etc. The group leader is joined by two researchers (both women) with permanent, full-time positions at PRIO. Another woman has a full-time but temporary position at the Cyprus Centre, while two other researchers have temporary 20% positions at PRIO. The research group has four PhD candidates and another four have graduated in recent years. Sometimes, a prospective PhD candidate leads the development of a project. In such cases, the PhD position is not advertised. This is possible because PRIO is not a public sector institution. In other cases, PhD positions are advertised in larger projects. According to the self-assessment, it is important to safeguard the candidate's need for autonomy in relation to the project's need for specified research. There is an international recruitment policy for PhDs and, since 2011, half of the candidates have been

foreign-born. This is limited, however, by the need for Norwegian language skills, which is illustrated by the statement in the self-assessment that calls for research on migration by the Research Council to have an explicit orientation towards research on Norway. The international outlook of the group has also resulted in visiting fellows and fieldwork outside Norway, in Europe and Asia, for example. Of the six listed members of the group, three graduated at universities in Norway and three graduated abroad. In addition to these listed researchers, there are 12 affiliated researchers. All but two are women and most are below 40 years of age. Four are PhD students and all but one of the others have other kinds of temporary employment at PRIO. Of the six listed members of the group, one is a Senior Consultant at the PRIO Cyprus Centre in Nicosia. Six are PhD students, one is a researcher at the Cyprus Centre and one is a 'Global fellow' from the University of Sussex.

8.2.3 Research production and scientific quality

The research is grouped under three headings: Migration processes about how migration outcomes are shaped by interplay between individual agency and structures; Belonging and Diversity, such as questions of identity, home and belonging from individual and society perspective; and Transnational Practices such as long-distance political engagement, support for armed struggles, charity donations remittances etc. The overall focus is peace and conflict.

The research has been successful, with widely cited articles in high-quality journals and an impressive number of publications overall. Some of the most cited articles were published in journals focusing on ethnicity such as *Ethnic and Racial Studies* and *Journal of Ethnic and Migration Studies*, but other geographical and economic journals, such as *International Migration Review*, *Oxford Review of Economic Policy*, *Annals of Association of American Geographers* and *Antipode*, have also been favoured. The main theoretical focus on the interplay between individual agency and social structures informs projects with a particular focus on transnationalism and remittance practices.

The journals are relevant to the theme of the research, and they are of high scientific quality. They are also chosen with a view to addressing an appropriate academic audience and are for that reason journals from disciplines other than geography, such as migration and ethnic studies journals. Some articles have received a significant number of citations, suggesting that they are well read within the field. The submitted texts concern transnational practices and belonging and diversity, with less reference to the migration process per se. One of the submitted texts is written by a guest researcher with a 20% position. The others have permanent positions at PRIO or a temporary position at the Cyprus Centre. The texts reflect a mixture of quantitative and qualitative research. In terms of theory, the interplay between social structure and agency presented in the self-assessment is not explicitly expressed in the submitted papers (even though it can be present implicitly). Most of the articles have an empirical rather than a theoretical orientation, although one article had a clear theoretical point of departure. The overall evaluation of the research group is that it produces research of international standard with acceptable productivity and that it makes a relevant contribution to the development of the field of migration studies.

8.2.4 Networking

The group has high expectations of its networking activities. Most of the research is conducted together with partners at other universities in Norway and abroad, either as partners in a consortium or as subcontractors to PRIO-led projects. This includes many universities in Norway and universities in Denmark, the Netherlands, the UK, Pakistan and Somalia. The research group represents PRIO in Europe's largest interdisciplinary research network in the field of migration, integration and diversity

studies (IMISCOE). The group also collaborates with civil society organisations, such as ministries of justice and public security and foreign affairs, as well as public immigration organisations and NGOs.

8.2.5 Interplay between research and education

The research group is engaged in a number of teaching activities, primarily in PhD courses in fieldwork methodology, the politics of human migration, political geography and mobility and migration. Researchers also give lectures in bachelor and master's degree courses as guest lecturers.

8.2.6 Societal relevance and impact

The impact case submitted is a project on promoting public understanding of migrants' transnational engagements, where the idea is to reduce suspicion among the Norwegian population about the motivations behind remittances and show that migrants can be highly engaged with their country of origin and also effectively integrated in Norwegian society. The case is based on research conducted by the research group since the group was established. It has dealt with the question of remittances and how this practice affects both the places left behind and the integration process in Norway. The research has been conducted through interviews with migrants and their relatives, survey data and analyses of media and policy documents. This has resulted in the conclusion that successful integration can coexist with transnational engagement. This result forms the core of the impact case as it contradicts public opinion. The impact has been achieved through involvement with policymakers and the media. The handbook for policymakers and practitioners published in 2010 has been used by NGOs and government agencies. An analytical framework, the Matrix of Attachment, has also been of help for the National Security Authority, as demonstrated by some press releases from the Norwegian Ministry of Foreign Affairs and other agencies. Migration Research produces a newsletter, 'Migration Update', containing information about the research results, and researchers are active in social media and other public channels.

8.2.7 Overall assessment

Although the research group is small in number, it has managed to secure impressive levels of external funding for transnational research. Most of the research is of a high scientific standard and has reached international audiences. The research impact has been high, especially within migration studies. Given the interdisciplinary nature of the institute, the research is oriented towards international topics regardless of disciplinary borders. The theoretical orientation is thus broad and related to each research topic. The research group has also been successful in its work with policymakers and practitioners.

Assessment of research group: 4 – very good

8.2.8 Feedback

- Consider whether, since the group is small, it is useful to divide its attention between three different themes or whether these could be reduced to one or two.
- Evaluate how successful collaboration with researchers at other universities in Norway and elsewhere is in terms of increasing scientific impact.
- Explore the option of securing funding from other sources than the RCN, such as EU funding.

9 UiT The Arctic University of Norway, Faculty of Humanities, Social Sciences and Education

UiT The Arctic University of Norway, Faculty of Humanities, Social Sciences and Education							
Units included in the evaluation of geography	- Dept. of Social Sciences (including Sociology, Political Science, Social Anthropology and Community Planning, ISV), - Dept. of Education (ILP)			Listed researchers		7	
				Listed research groups		1	
				No. of researchers in listed research groups		15 (18 CVs)	
Other units of the faculty (institution)	- Dept. of History, Archaeology and Religious Studies (IHR) - Dept. of Language and Culture (ISK) - Dept. of Philosophy (IFF) - Centre for Peace Studies (CPS) - Centre for Women’s and Gender Research - Centre for Sámi Studies - The Barents Institute			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	0/0	1/2	0/2
				Total per year	0	3	2
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	3/5	5/9	1/2
Total expenditures	30 696	35 716	37 523	Post.doc positions	0/0	0/0	0/0
Types of funding				Permanent positions	1/1	1/3	1/3
				Education			
Core funding from the Norwegian gov.	29 153	33 421	35 561	Study programmes BA level - Social planning and cultural understanding			
External funding, RCN	636	502	327	Study programmes MA level - Social planning and cultural understanding			
External funding EU	46	630	478	Other			
External funding, other sources	860	1 161	1 154	-			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

9.1 Geography at the institutional level

9.1.1 Organisation, leadership and strategy

Geographical research and teaching are located in the Department of Social Sciences at UiT The Arctic University of Norway. The Department of Social Sciences consists of Sociology, Political Science, Social Anthropology and Community Planning. Geographers, primarily affiliated to community planning, form a central part of the department. Seven scholars are included in the geography evaluation. The total academic staff of the Faculty of Humanities, Social Sciences and Education numbers about 500 employees, 60 of whom are affiliated to social sciences.

The geography group is undergoing a generational shift, and immediate recruitment plans include one position devoted to GIS and another to local studies. This change provides an opportunity to strengthen geographical research in the department and within the faculty. However, as the interviews brought up, recruiting new staff to UiT is challenging and it has been difficult to fill the GIS position.

Decision-making power is divided between the faculty and five departments and four research centres. Social sciences are strongly connected to humanities and teacher education, and in this cooperative setting, the geographical research strategy (see below) has prioritised place identity and gender analyses, local planning and (rural) migration studies, and tourism research.

9.1.2 Institutional follow-up of previous evaluations

The geography evaluation in 2011 was concerned about the homogeneity of the methodological orientation among the UiT geographers, mainly focusing on qualitative methods and ethnographic approaches. The current recruitment plan, which includes a GIS position, is a sign of broadening of the methodological approaches.

The 2011 evaluation was also surprised about the absence of Sámi issues in the research orientations. The faculty's strategic plan for the period 2014–17 regards strengthening the Arctic profile, and especially research on indigenous peoples and the Sámi people, as central, and the UiT geographers have endeavoured to fulfil these strategic objectives.

Finally, the 2011 evaluation recommended making more systematic endeavours to increase international research and publications. This seems to be an ongoing process that largely follows the guidelines adopted by the faculty and UiT.

9.1.3 Resources and infrastructure

The self-assessment highlights the faculty's databases for humanistic research, especially linguistic and historical studies. This archive material could be useful for geographical studies at UiT, for example when studying historical and contemporary changes in Arctic lingual landscapes, including the disintegration of indigenous languages and communities.

The faculty is currently building a large economic, social and political database based on data from all Norwegian municipalities, and comparative material will also be collected from Sweden. This archival resource will support UiT geographers' work on local planning and place identity issues.

The statistics provided by the faculty also indicate that a major part of funding comes from the Norwegian government in the form of core funding, whereas other types of financing remain low. The interviews confirmed that better competence is needed to successfully apply for major EU grants and new staff – two professors – have consequently been employed to help achieve this.

9.1.4 Research environment

The faculty has supported social science and humanistic research links to Arctic climate and energy challenges by making contact with the University Centre at Svalbard and by establishing professor and research posts in the Arctic Centre for Sustainable Energy, founded at UiT in 2017. These investments are highly important and they will support geographers in their future research work.

PhD training includes a few compulsory courses in theory of science, research ethics and research dissemination. PhD students based at any of the three UiT campuses are well integrated in the research group activities.

9.1.5 Research personnel

The geography staff at UiT is small in number, but this disadvantage is partly compensated by collaborative links across disciplinary boundaries. In addition, much geographical research is done by non-geographers.

UiT favours recruiting international expertise, which, according to the self-assessment, has proved “especially challenging in the current strategic period”. In addition, employees, including post-doctoral fellows and PhD students, are encouraged to conduct research abroad. At the Faculty level, the percentage of non-Norwegian employees is about 15%. The faculty also has a well-functioning sabbatical support system that encourages academic mobility and stays outside Norway. It is a problem that only a few scholars have tended to apply for permanent positions. This is compensated, however, by a higher number of applicants for PhD positions.

The gender distribution is satisfactory at UiT (43–44% female employees in professor posts and 68% among PhDs). The faculty has its own gender equality plan, but corresponding figures are lacking for the faculty and department levels. However, the fact sheet shows one informative detail: in geography, during the three-year period (2014–2016), five PhDs graduated, four of whom were women. Corresponding numbers were 16/14 at the faculty level.

9.1.6 Research production and scientific quality

Geographers at the UiT have succeeded in leading or participating in several major projects during the last five years. The projects have focused on themes such as mobile lifestyles, Arctic modernities and gender constructions. In particular, the Space, Power and Mobility group (STED), which is currently in a highly active phase (see below), aims to fulfil the faculty’s strategic plans as regards Arctic and indigenous (Sámi) issues. In general, research is strongly focused on the Norwegian North.

The Norwegian and Arctic North are also much in evidence in the eight publications that were submitted to this evaluation after the interviews in October 2017 (in the original submission to SAMEVAL, only publications for the research group were submitted). Three articles have been published in Anglophone journals and three book chapters in Anglophone anthologies. In addition, two book chapters in Norwegian were included.

Conceptual rethinking of communities, mobile geographies, place development and local planning are broadly present in the publications, often developed through empirical case studies from Northern Norway, concentrating, for example, on Arctic urbanisation, sheep farming and cultural heritage. In these study areas, UiT geographers have become part of an innovative collaboration, nationally and internationally.

The research production and scientific quality of UiT geographers are generally convincing, and the Norwegian North is largely present. However, the publication channels are not ambitious enough, and especially contributions to leading international journals are lacking, which is a major weakness. On

the other hand, contributions to anthologies give the impression of an active national and international presence.

Moreover, UiT geographers' research projects have engaged extensively with the priority areas of the Norwegian Government's Long-term plan for research and higher education. In particular, STED's work, but also parallel UiT projects on climate change management and Arctic city development, has resonated well with three of the six priority areas, namely (2) Climate, environment and clean energy, (3) Public sector renewal, and (5) Innovative and adaptable industry.

The bibliometric data suggest that the scientific impact is quite low compared to the corresponding levels in the OECD and the Nordic countries. Domestically, however, the impact is not far from the national average. Strikingly, the SJR indicator is low, demonstrating that UiT staff either do not target high-level journals or are unsuccessful in getting published in these channels.

Assessment of scientific quality: 3 - good

9.1.7 Interplay between research and education

The self-assessment discusses the need to bring up-to-date research more into classrooms. UiT, in cooperation with NTNU, has therefore started a project to strengthen the link between research and teaching by introducing a specific 'merit system' for teaching. In general, professors are advised to devote equal time to teaching and research, whereas teaching responsibilities are higher for lecturers, up to 75 per cent. This suggests a rather high teaching load and research careers may become difficult to sustain with more than 50 per cent teaching time.

A fruitful cooperative setting is created between the research group 'Place, Power and Mobility' and teaching: the project participates in the study programmes in 'Social Planning and Cultural Understanding' at BA, MA and PhD level. This experiment could, and should, serve as a model for the future interplay between research and education. The PhD students should be especially encouraged and recruited for teaching duties.

9.1.8 Societal relevance and impact

The department strongly encourages staff to be visible and to give popular presentations in the mass media, at schools and businesses in the surrounding region, for example talks at the Saturday University ('*Lørdagsuniversitet*') and in the form of applied courses offered to municipal and planning authorities. Geographers are also involved in debates on local government and fisheries restructuring. Moreover, participation in the establishment of a new journal, *Samfunn & Økonomi*, in 2013, published by the Union of Municipal Employees, has widened and deepened their societal contacts.

UiT geographers have wide-ranging local and regional contacts, with whom, according to the self-assessment, they at times have heated and controversial discussions – especially relating to local government and fisheries restructuring. Quite understandably, the final impact of this work is largely immeasurable. The heated discussion their work gives rise to is undoubtedly an expression of scholarly activity and impact, however.

9.1.9 Overall assessment

Some traditional and well-established geographical themes have been creatively developed by UiT geographers, especially those linked to Arctic modernisation, community dynamics, mobile placing and local planning. In some cases, empirical work related to these themes has been intense and far-reaching. International collaboration in the form of projects and publications is visible and fruitful. Much of the work is published in Norwegian, and often in cooperation with actors from the surrounding community. UiT geography is in general very strongly linked to local Norwegian conditions.

9.1.10 Feedback

- The threshold for publishing in leading international journals needs to be crossed.
- Consider reorganising teaching in order to have more teaching in English.
- Social sciences, including geography and community planning, have progressed well at UiT. This development needs further support.
- Arctic networking needs to be continuously strengthened.

9.2 Research group: Place, power and mobility

9.2.1 Organisation, leadership, strategies and resources

The research group Place, power and mobility (STED), launched in 2010, is led by professors of Community Planning and currently consists of 20 members, including five PhD students and three postdocs. The group has developed productive cooperation links, locally, nationally and internationally.

STED has succeeded in obtaining external funding, especially from the RCN. The group continuously applies for funding from several potential sources, and is now also aiming for EU financing, which would be an important step forward for the group.

9.2.2 Research personnel

The group has expanded well in the 2010s, and a significant share of its members are doctoral and postdoc researchers. The group's cohesion is confirmed by intense internal cooperation, for example on theoretical reading groups, research seminars and projects. Collective emphasis and a high level of shared responsibility is clearly present in the group's practices. This is a sign of forcefulness and future potential.

Mastering a Scandinavian language has been a threshold criterion for recruitment to most positions in the group. While this limit the number of applicants and the internationalisation of the group, it emphasises the 'Nordicity' that STED systematically leans towards and develops.

9.2.3 Research production and scientific quality

STED has focused on place transformations, gender divisions and mobility changes, and it has clear, if not fully developed, connections to UiT's strategic goals.

Theoretically, STED's work has been, and is, well up-to-date with Anglophone debates on place, gender and mobility. Much of its output is published in Norwegian. The group thereby acknowledges that it has a responsibility to participate in local and national development and planning debates. The target group for the empirical research is often, if not local or national, circumpolar and transatlantic.

9.2.4 Networking

STED's networking is wide-ranging and multilevel, extending from local Northern Norwegian to international European and transatlantic circles. In this respect, the Routledge book *Creative Approaches to Planning and Local Development* (2017) is a convincing example of fruitful international networking, both editorially and in terms of comparative contextualisation. In addition, the special issue of *Norwegian Journal of Geography* (2013) on gendered mobilities stands as proof of the group's ability to collaborate.

9.2.5 Interplay between research and education

The group plays an active part in teaching cooperation (see the institution-level evaluation) and it is pointedly research-based. Teaching activities are wide-ranging and firmly integrated in the study programmes in community planning and cultural studies, but lectures and training are also broadly offered to students in neighbouring units. Moreover, the group is participating in the development of a joint master's degree programme in Nordic Urban Studies together with Malmö and Roskilde universities.

In general, the teaching contribution by STED members has become an important part of the renewal of the faculty's study programmes. The idea of research-based teaching seems to be well appropriated and developed by the group.

9.2.6 Societal relevance and impact

STED collaborates with local partners outside academia and it aims to contribute actively to responsible community development. The group's members have, for example, organised public events on place development, planning and tourism. In addition, the group is represented on several local and regional policy boards.

No clear evidence of direct influence (impact) on society in general is documented in the STED material. It became clear in the interviews that documenting impacts is challenging for UiT and STED geographers. They state that they have tried to document the impact – but do not know how exactly to do that.

9.2.7 Overall assessment

The group has grown well in the 2010s, and it has become an important part of research and teaching at the Faculty. In addition, theoretical and methodological renewal, especially in connection with place, gender and mobility questions, has proved valuable, also internationally. Involvement in teaching is a hallmark of STED. The connections to UiT's strategy are not yet fully developed. In this respect, a gradual expansion to include broader circumpolar questions would be fruitful. Such an expansion could also support endeavours to publish research in high-level journals. The group has conducted and published a lot of (theory-informed) empirical research, but not in the highest-impact international journals.

Assessment of research group: 3 - good

9.2.8 Feedback

- Strengthen the links to UiT's strategy.
- Strengthen the publishing profile in high-impact international journals: present the far-reaching, place-theoretical rethinking, for example non-linear relations, in such journals.
- Systematically develop the cross-disciplinary orientation in the direction of what might be called 'post-disciplinary geographies' of communities and planning, thereby dissolving the boundaries between more traditional geographical disciplinary orientations.
- Learn the alternatives for documenting social relevance (impact) - both local/national and international (circumpolar).

10 University of Agder, Faculty of Social Sciences

University of Agder, Faculty of Social Sciences							
Units included in the evaluation of geography	- Dep. of Global Development and Planning			Listed researchers		11	
				Listed research groups		0	
				No. of researchers in listed research groups		0	
Other units of the faculty (institution)	- Dep. of Information Systems - Dep. of Political science and Management, - Dep. of Sociology and Social work			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the department per year			
				Male/Female	-/-	-/-	-/-
				Total per year	-	-	-
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year (at departmental level)			
	2014	2015	2016				
Funding of the institution				PhD positions	1/3	0/0	0/0
Total expenditures	65 341	71 470	73 672	Post.doc positions	0/0	¼	0/0
				Permanent positions	1/3	¼	1/+
Types of funding				Education			
Core funding from the Norwegian gov.	35 321	36 919	38 018	Study programmes BA level			
				- Bachelor programme in Development Studies - Bachelor programme in Planning and Communication			
External funding, RCN	4 622	7 659	4 365	Study programmes MA level			
External funding EU	161	116	2 011	- Master programme in Global Development and Planning - Master's programme in Social Communication			
External funding, other sources	5212	2244	4256	Other			
				- PhD programme in Social Sciences			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

10.1 Geography at the institutional level

10.1.1 Organisation, leadership and strategy

Geographical research at the University of Agder is hosted by the Department of Global Development and Planning, which is one of four departments in the Faculty of Social Sciences. The others are the Department of Political science and Management, the Department of Sociology and Social Work and the Department of Information Systems. The university is organised in a traditional way, with the faculty being led by a dean. There is no deputy or vice dean for research. The faculty's research and PhD committee consists of the dean, the heads of the four departments, one more representative from each of the four departments and one PhD student. It is an advisory group for the dean. There is also a Department of Research Management that gives administrative research support to the faculty in addition to one research administrative adviser at the faculty level. Research at the university is mainly organised in research groups, which adopt their own plans and strategies. There are 13 research groups at the faculty level, many of them still in the making. Some of them will soon end if they fail to meet a set of criteria in a reasonable period of time.

The SWOT analysis sees the small size of the departments as both a strength, since it facilitates close relations, and a weakness, since it makes the organisation vulnerable. Another weakness is the low level of external funding. To address this situation, the department collaborates with external partners when writing applications for external funding.

With its clear leadership and stable organisation, good preconditions are in place for high-quality research. As the institution also indicates, however, the size of the departments is a weakness. This can be helped by pursuing national and international collaboration, which is also part of the university's vision. A centre is to be established, called 'Co-creation of knowledge', with the aim of collaborating with external partners for the benefit of both research and teaching, and to build more strategic and closer partnerships with international research environments. The university encourages staff members to visit universities abroad and there is travel support for conferences etc. All staff can apply for up to NOK 30,000 for research and conferences.

10.1.2 Institutional follow-up of previous evaluations

Two specialisations have been evaluated according to a plan for quality assurance at the university and an additional evaluation of all departments and programmes was carried out in spring. The institution continuously endeavours to make improvements, however, not just as a consequence of evaluations.

Geography at the University of Agder was also evaluated in the RCN evaluation in 2011. It was recommended to secure and support the presence of geographers in the research units and to endeavour to attract PhD candidates with a geographical background and establish a PhD programme related to regional innovation research. The self-assessment does not explicitly present measures relating to these recommendations. The Department of Global Development and Planning has however issued calls for PhD positions, and had at the time of the evaluation one PhD student enrolled in their PhD programme. They have not started a PhD programme, but are part of the faculty PhD programme in Social Sciences and offer a 5 ECTS PhD course.

10.1.3 Resources and infrastructure

The university is to a large extent dependent on core funding from the Norwegian government. External funding from the RCN and other national and international sources is rather limited. All PhD

candidates and postdocs are at present funded by external projects, however. External income sources constitute less than 20% of total funding. According to the SWOT analysis, the low level of external funding, which leads to limited time for research and uneven production, is a weakness and a threat to retaining staff. However, there are indications of greater success in acquiring external funds and a grant was obtained from the EU in 2016. The university has made some major investments in infrastructure, but they are less relevant to the social sciences. On the other hand, there are some small grants for researchers who want to invest time in writing proposals and for collaboration with external partners.

10.1.4 Research environment

The faculty is organizing a research environment around the newly developed PhD programme and it focuses on increasing internationalisation.

10.1.5 Research personnel

As the research takes place in an interdisciplinary environment, the members of staff at the Department of Global Development and Planning have various disciplinary backgrounds. The recruitment of permanent staff is primarily based on the topics and subjects taught in the study programmes. Recruitment also responds to an increasing extent to the competences required by the research clusters. Recruitment during the period 2014–2016 is limited to one postdoc from London (in a competition between four applicants) and two permanent positions (also in competition between 3–4 applicants), one recruited from abroad and one from Norway. A call for another associate professor had just closed by the deadline for the self-assessment (31 applicants). As the department wishes the staff to have an international standard, the call was distributed widely, and non-Norwegian staff include nationals of other European countries, Latin America and Africa. The PhD education at the department takes place within the PhD programme at the faculty level, and at the time of the self-assessment, only one PhD student was enrolled. No PhD had yet graduated from the department. At the faculty level, it is a goal to increase the number of PhD candidates by promoting researchers and including PhD positions in external applications, and to collaborate with industry and the public sector. The department has followed this recommendation and, by the time of the interviews, it had decided on six PhD-positions, starting in 2018. To meet the need for these students, a PhD programme is being developed at faculty level.

According to the SWOT analysis, there is a skewed gender ratio at the faculty, and it is therefore a high priority to improve the gender balance through co-financing time-limited and part-time professor positions and providing grants for female employees who are aiming for professorships.

The lack of a formal sabbatical system for staff is also a weakness, but this is being discussed at university level and there is a plan to introduce sabbaticals in the future.

10.1.6 Research production and scientific quality

Most research at the University takes place in clusters, and there are four such clusters at the Department of Globalisation and Planning: ‘Mobility, Culture and Gender’, ‘Regional and Urban Development’, ‘Crisis management’ and ‘Future Learning Lab’.

The Mobility, Culture and Gender cluster takes an explicit gender approach by including gender theory and models in its analyses. The topics are development, integration, social mobilisation and gender equality. This migration cluster has an orientation both towards the Global South, dealing with questions of family welfare and the transmission of female genital schistosomiasis, and towards the

integration of refugees in Norway. Regional and Urban Development is concerned with alternative planning practices, helping to solve conflicts relating to participation in planning processes. Crisis Management deals with social disasters caused by natural hazards, whereas Future Learning Lab is engaged in learning technologies on a global scale.

The self-assessment strongly stresses the need for external funding in order to increase the volume of research and to be able to seek more international funding. The department strives to achieve a good balance between international publications and other forms of knowledge transfer, such as organising national and international workshops and seminars. Within the clusters, strategies are being developed for publication and other types of dissemination. Two of the clusters have recently organised international workshops.

The submitted and listed publications are of varying significance and quality. Some are published in well-respected outlets, others in less recognised ones. Many of the publications are quite recent. Four are chapters in books, three of which are published by Routledge. Overall, the journals are of a high standard: *Journal of Rural Studies* (level 2), *The Review of Faith & International Affairs* (level 1) and *Space and Culture*. One text is a monograph of over 200 pages published by Praeger. There are high-quality publications presenting sound and scientific significant research that displays originality in its choice of topics and conclusions, but also some weaker contributions. Some have their strength in a theoretical orientation, whereas others show empirical skill and interesting findings, especially the book chapters. Norwegian research on rural development has a good overall reputation and the literature from the University of Agder is no exception. The submitted publications have a strong focus on rural and urban issues, and they represent all four clusters, although there are no examples of the gender theory approach that is presented in the self-assessment as taken by one of the research clusters. The publications within the Regional and Urban cluster have a Nordic focus, while the texts within the other clusters present case studies from other parts of the world, such as Africa and South America. This shows research activity that ranges from the Norwegian to the international and Global South level. The monograph about climate change is in a category of its own, showing high originality and significance of international reach in relation to the issue of climate and security.

The methodological approach is primarily qualitative, focusing on interviews and discourse analyses, while some publications also present document reviews. Quite a high number of the submitted publications (seven) are single authored, including the monograph on climate change. This is because researchers who want to apply for promotion from associate professor to professor need merits. Another explanation is that many of the researchers come from a culture of single authorship. Even though the staff see themselves as interdisciplinary, none of the articles are explicitly interdisciplinary, although most of the topics have an interdisciplinary aspect. The publications do not include co-authoring with significant researchers outside the research group. The monograph on climate change, on the other hand, shows a widespread international network in the acknowledgements.

The bibliometric data suggest that the scientific impact is rather good, although it does not reach the overall impact level in the same research field in the OECD, Norway and Scandinavia. The majority of publications are book chapters at NPI level 1. Most of the journal publications are also in level 1 journals. At the same time, the overall share of NPI level 2 publications is 33%, which is the national average for geography.

Assessment of scientific quality: 3 - good

10.1.7 Interplay between research and education

The recruitment of staff to the department is based on the subjects in the study programmes. The themes of the courses are not clarified in the self-assessment, however. Permanent staff have a time allocation of 40% research, 50% teaching and 10% administration. There is an explicit link between the research cluster Urban and Regional Planning and courses taught in the BA programme Planning and Communication. The Mobility, Culture and Gender cluster contributes to courses at both bachelor's and master's level. There is awareness of, and a wish to increase, the connections between research and education, and the self-assessment discusses the balance between having more general titles for the courses in order to have some freedom in teaching and the need to be precise in order to satisfy the student's need to have the contents clearly specified. According to the self-assessment, the students are invited to join research projects as assistants.

10.1.8 Societal relevance and impact

The department is active in disseminating its results, not just in academic journals and books but also in the educational programmes and through popular media and newspapers. They also organise seminars and workshops in collaboration with policymakers and entrepreneurs. In relation to the Long-term plan for research and higher education, the department carries out projects addressing the topics of climate, environment and clean energy (topic 2), public sector renewal, better and more effective welfare, health and care services (topic 3) and enabling technologies (topic 4).

The department presents two impact cases. The project 'Sustainable innovation in the public sector - New models for cooperation for sustainable governance and value creation in a regional park in Agder (BIOSREG)' is an example of an ongoing project that aims for societal impact. The idea is to develop a model and a planning method, and to contribute to the debate about development in which local mobilisation is integrated. The project addresses the challenge of a new regional governance structures for local and regional development by promoting models for dialogue between different agents. The ambition is to contribute directly to innovative transformation of local and regional governance to ensure sustainable development from other perspectives than those that are traditionally promoted. This includes new forms of communication, participation and organisation. The researchers have been directly engaged as facilitators, discussion partners and analysts. The researchers have taken part in workshops, conferences and in public debate, and they have analysed material and presented relevant knowledge and possible alternatives. They have also written newspaper articles to stimulate public debate.

One example of impact is the integration of the project in the process of inter-municipal cooperation on the construction of a new region (the Lister region), which is not necessarily a region people identify with. BIOSREG has been part of the collaboration process between six municipalities in this region.

The project has resulted in a number of scientific articles and contributions to two reports by the authorities and ministries. The final impact is difficult to assess as the project is still running, but a potential contribution to the planning process is nonetheless evident.

The second example is the project 'From Theory to Praxis: From research to results, preparing the Emergency Preparedness and Management Network (EPM)', which aims to reduce the negative consequences of natural disasters through interdisciplinary research and knowledge transfer through education and training. The project is a collaboration between researchers from the University of Agder and from Sri Lanka and Indonesia that started in 2004 in conjunction with the Indian Ocean tsunami. It is still ongoing, with activities such as research conferences and workshops that bring

researchers, multilateral organisations, national agencies etc. together. The strongest impact is the education and training of people working in government agencies and NGOs. Approximately 15 to 20 students have done research on the topic of disaster and development and have been employed by government authorities and organisations. The project has resulted in a number of scientific papers and articles and some comments in a publication from the Ministry of Foreign affairs on the importance of good knowledge about disasters in which the professor from Agder is mentioned.

Both projects have resulted in a number of scientific publications and other reports and statements from public agents on the importance of the research. They have undoubtedly influenced the understanding of the two issues. Both projects have worked with agents and practitioners within the fields. The EPM project shows good international activity and has a number of relevant partners. BIOSREG is in the start-up phase. It demonstrates high potential for further impact in relation to the planning of regional parks.

10.1.9 Overall assessment

The research at the University of Agder is of good quality, especially in relation to rural and regional research and crisis management. The Geography entity is vulnerable and relatively weak, however, given its small size, ageing staff, limited external funding, limited research time and uneven production of output, and lack of a formal department structure for Geography. The situation for the single PhD student will be improved with six new PhD colleagues. With these PhD students, there will be an opportunity to organise PhD courses on relevant topics. The collaboration with the social community is well established and can be elaborated even more.

10.1.10 Feedback

- Intensify the strategy of giving research qualifications higher importance in recruitment, and enhance national and international collaboration to increase and diversify external research income, including an overall strategy for dealing with the problems identified in the SWOT analysis concerning size, funding and organisation. A positive PhD environment is essential for a good research milieu, and there is an urgent need to get these incoming PhD positions in place. It is not a good situation to be the only PhD student in a department.
- Enlarge the relatively small research environment and consider the possibility of engaging master's students to a greater extent in research projects.
- Critically evaluate the division into 13 research groups in order to focus and enhance the research on mobility and gender.

11 University of Bergen, Faculty of Social Sciences

University of Bergen, Faculty of Social Sciences							
Units included in the evaluation of geography	- Dept. of Geography			Listed researchers		27	
				Listed research groups		1	
				No. of researchers in listed research groups		12 (19 CVs)	
Other units of the faculty (institution)	- Dept. of Administration and Organization Theory - Dept. of Comparative Politics - Dept. of Economics - Dept. of Information Science and Media Studies - Dept. of Social Anthropology - Dept. of Sociology			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	0/0	1/1	5/1
				Total per year	0	2	6
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
					2014	2015	2016
Funding of the institution				PhD positions	2/5	2/5	3/9
Total expenditures	315 308	325 321	340 822	Post.doc positions	-	1/4	1/4
Types of funding				Permanent positions	1/2	-	1/2
				Education			
Core funding from the Norwegian gov.	269 519	270 769	275 476	Study programmes BA level			
External funding, RCN	31 451	34 521	36 741	- Geography			
External funding EU	1 681	6 656	7 525	Study programmes MA level			
External funding, other sources	12 646	13 377	21 080	- Economic geography, regional development and planning			
				Other			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

11.1 Geography at the institutional level

11.1.1 Organisation, leadership and strategy

The Geography Department at the University of Bergen has a head of department leadership model within a traditional and stable faculty structure. A lack of tradition for guidance and leadership at the departmental level is acknowledged. The self-assessment describes the institution as competent and well organised. Overarching goals are articulated as broad aspirations for quality, originality and international orientation at the faculty level. The strategy is broad, high level and oriented towards societal challenges. It is articulated in the university's priorities and the faculty's strategy, but not at the departmental level, and the absence of a stronger focus on strategy is recognised. This is a gap in terms of identifying a clear direction that provides an outward looking understanding of the challenges, and it is reflected in the SWOT analysis.

The department describes itself as interdisciplinary with researchers from both social and physical sciences. Research groups are organised around themes (economic, development, environmental, physical). Thematic clusters are used for interdisciplinary work and engagement with external partners. Whether there are mechanisms to enable interaction is not clear. The SWOT analysis and interviews identify 'strong discipline-based departments' and disciplinary identity as potential barriers to change.

The department utilises external funding, which increased slightly as a percentage of total expenditure from 15% to 19% between 2014 and 2016. Funding comes from a diverse range of bodies, including high-quality national (e.g. the RCN), international (e.g. the EU, ERC), and private sources (e.g. Statoil). The faculty has succeeded in securing some large grants, but not for Geography. It is an articulated aim to increase participation in H2020 and RCN strategic initiatives, and international research collaboration is a strategic priority and strength of the department. Professorial positions with part-time, time-limited contracts are used to connect with internationally leading scholars and for applying for EU research funding. Identifying clearly specified tasks, contributions and expectations of these professors and ensuring that they contribute appropriately and sufficiently is recognised as important.

Institutional support and an environment for improving research quality are evident at the faculty and university level. For example, investments have been made in cross-disciplinary infrastructure (e.g. the Digital Social Science Core Facility) and there are potentially positive links to the Green Economy research group, that is, the Centre for Climate and Energy Transformation.

11.1.2 Institutional follow-up of previous evaluations

The 2011 evaluation recommended focusing on measures to further integrate the various research groups, the PhD students and the recently added research area of system dynamics, and to pursue the potential for submitting joint grant applications to the RCN. These actions are seen as a means of bringing in more external funding and as a strategy to increase cross-thematic integration in the department. The self-assessment claims that key points concerned theory and research methods development, and collaboration between Norwegian institutions, but this does not really explain how these issues have been addressed.

11.1.3 Resources and infrastructure

Resources are provided at the university level through staffing and infrastructure planning. Cross-faculty investments have been made in key areas (e.g. the Digital Social Science Core Facility). Some

successes are evident as regards securing funding support and its use in fostering and encouraging interdisciplinary work (e.g. public health). The institution aims to support and improve research and publication quality. Two modest incentives are available for articles published. They add to the Geography department's budget, depending on the quality of the journal. Overall support appears to be adequate and infrastructure issues are not highlighted as weaknesses or threats by the department. The budget management model is described as legitimate and transparent. It is not entirely clear whether Geography is well enough connected and is making the most of the infrastructure and getting substantively involved in interdisciplinary work within the wider institution. Internal funds have been made available for project ideas development and initiation. Limited acquisition of externally financed projects is an identified weakness, and this is being addressed through faculty incentives and the appointment of professors on time-limited contracts.

11.1.4 Research environment

Too little detail is provided in the self-assessment document to enable assessment of these aspects of the research environment. Some limited activities are described, for example linked to the research groups and a seminar on publishing strategies.

11.1.5 Research personnel

In the staff recruitment strategy, appropriate emphasis is placed on higher quality research, teaching and impact, and compliance with age and gender balance requirements, the ability to generate external funding, excellent scholars and balance between research groups. Endeavours are being made to ensure that recruitment is more outward looking and strategic, but it is not clearly selective in terms of prioritising key areas and adapting to the focus on new and emerging areas. This is explained by existing staff reflecting past priorities and the long time needed to change the composition of staff to meet current needs. International networks are utilised for recruitment to attract high-quality candidates. The new plan for recruitment seeks to increase international recruitment to academic positions and be more outward looking in order to address identified weaknesses. The ratio between permanent posts and qualified applicants is only 1:2. The relatively small size of the department and staff raises questions about capacity, critical mass, multidisciplinary work, long-term sustainability, and, with seven full professors, whether it is top heavy in terms of senior relative to junior positions.

The university and faculty level have equal opportunity strategies that aim to ensure an international, diverse and gender and age-balanced academic environment. A gender quota mechanism is used when less than 40% of current staff are women. At the faculty level, 38% of academic positions are filled by women, but only 21% of professors were women in 2010 and 2016. Compared to the 90:79 overall ratio for Geography in Norway, the 'low degree of gender equality in academic positions' is an identified weakness and focus for recruitment.

International mobility among PhD candidates and post-doctoral researchers is supported through faculty schemes. These are positive for individual careers, research contacts and potential collaborators. PhD students are affiliated to research groups and larger projects where possible, and are connected to national PG training programmes in Geography (e.g. Norwegian Researcher School Geography). Career building for younger scholars is an identified strength. PhD candidates exceeding estimated times for project completion is identified as a weakness. The PhD training programme was updated in 2016 to include career development support. The number of graduating PhDs is increasing, but is still modest. About 20% of the PhD graduates are female (second lowest among departments in the faculty). The university is a signatory of the 'intention declaration of adherence' to the European Charter and Code for researchers and is currently working on an application for certification.

11.1.6 Research production and scientific quality

The highest quality work makes substantive contributions to the state of the art in specific areas in Geography, with some elements of cross-disciplinary connection, and it is being published in the highest quality journals. The international empirical reach of the work is laudable alongside national Norway-focused research. An identified weakness is the 'variation in publishing activity' among staff in terms of high quality and numbers, and a culture that is not sufficiently oriented to publishing in the top journals. The key issue is that the research peaks are relatively narrow and small in number, involve too few staff, and are focused on too few publications.

Increasing the number and reach of the research peaks among staff and their publications is a key issue. Interdisciplinary approaches and international networks are utilised with some success. Strategy at research group level is unevenly discussed, and there may be a gap in articulating conceptual and theoretical ambition and challenges, priorities, potential external funding sources, and publication targets. There is a potential to provide additional support to capitalise on the high interest in research bids among staff.

The bibliometric data show that the scientific impact of the work of the geographical researchers within the department is below the overall impact of research in the same field in the OECD, Norway and the Nordic region. The overall share of NPI level 2 publications is relatively low (28%), although above the national target of 20%, and, at 19% for journal publications, it has fallen below that target. Average SJR (1.37) and SNIP (1.26) values are on par with geography averages for Norway.

Assessment of scientific quality: 3 - good

11.1.7 Interplay between research and education

Teaching is informed by research in a reasonably balanced way. Clear linkages are made between research and the undergraduate and postgraduate teaching programmes, including the interdisciplinary offerings. There is a reliance on American textbooks for teaching, leavened with Norwegian examples. MA dissertations linked to staff projects represent good practice. Strong levels of application are evident, especially in undergraduate programmes. Geography teacher training is provided, but no mention is made of the role of departmental research in this programme. Field courses and data collection are key links to research for students. It is not clear how the department is addressing the challenge of balancing funding and staff time with teaching delivery and student benefit. No explicit strategy is articulated for links between research and teaching, although some potential exists for links with departmental research groups and other departments.

11.1.8 Societal relevance and impact

The department has a functional strategy for dissemination, user involvement and knowledge exchange. It articulates multiple activities, mechanisms and channels. It could potentially have a longer-term, more outward looking and more integrated strategy. There is a clear connection to the Norwegian Government's Long-term plan for research and higher education. The highlighted examples of 10 important dissemination and knowledge exchange activities are adequate, with one that is genuinely international and high profile, and some more nationally and regionally oriented examples of less widespread interest and significance.

Three interesting and topical case studies are submitted: 10MIN-CITY, EXCURSION and FOOD-SAFE. Each has credible and reasonable quality underpinning research. Broadly in line with the overall picture in Geography, regional, national and international reach is evident. Their significance is more mixed.

They contain descriptions and evidence of activities rather than impacts, and there are some links to further research projects and grant bids. Compared to the overall pattern of impact activities in Geography, the impact is in line with the predominant channels of research dissemination and collaboration with external partners, political institution beneficiaries, and political and educational effects. Overall, the research emphasises research outputs and outcomes rather than impacts where there is a traceable and causal link to how things have actually changed as a result of the department's research.

11.1.9 Overall assessment

Overall, the quality of the research is at a good level. There are research peaks of very good quality among the areas of good quality. The challenge is to raise the quality of research in the department beyond the research peaks. The research environment is at a good level, but more could be done to provide support and incentives to raise research quality and external funding, and to connect the department and its staff to faculty and university-level assets, networks and projects.

11.1.10 Feedback

- Develop strategies at research group level that articulate aims and targets in terms of conceptual and theoretical ambition, priorities, external funding and publications;
- Develop a strategy and mechanisms to better connect Geography research groups with each other and with interdisciplinary research initiatives within and beyond the department (e.g. joint projects and publications, financial support incentives) to address the risk of strong disciplinary identity being a constraint on new research initiatives;
- Strategic prioritisation of larger scale and longer-term funding sources (e.g., nationally, RCN Centre of Excellence and Centre for Research Driven Innovation, and, internationally, EU H2020);
- Develop a publishing strategy and support to help to share the knowledge and experience of the successful research leaders in order to encourage the ambition of higher level publications and increased productivity and quality;
- Prioritise new staff recruitment in key future-oriented research group areas and aspire to ensure an appropriate mix of the highest quality home-grown and international candidates and gender balance (e.g. better international advertising of posts to improve the quality and number of applicants);
- Develop an engagement and impact strategy rather than just listing activities and outputs, and strengthen the focus on engineering, delivering and documenting impact from the department's research;
- Tighten up PhD programme time management to raise the number of on-time completions.

11.2 Research group: Geographies of Green Transformation

11.2.1 Organisation, leadership, strategies and resources

Geographies of Green Transformation is a topical, important, timely and future-oriented theme and group. Established in 2011, it has forged cross-disciplinary links within the University of Bergen and with international partners. It is positively described by the group as a 'strong, vibrant, well-funded milieu'. It occupies a central place in the new Centre for Climate and Energy Transformation initiative in the Faculty of Social Sciences. Success in securing external funding from a range of sources is evident, including the European Association for Research on Services, Statoil and the Swedish Research Council.

Complementary investment is being made within the university in the SpaceLab team, which is funded by a range of bodies including the Bergen Research Foundation and the Research Council of Norway.

There are joint leaders and two organising themes with particular foci: SpaceLab (political and governance) and Green Economy (business, economic and regional development). Each of them is linked through publication and teaching. There are five main members of staff, including two on permanent and two on temporary contracts, plus an international Professor II and another international staff member. The group constitutes 17% of the department's staff and 42% of the group are women. There are eight PhD students attached to the group and a post-doc and another PhD student are currently being recruited. There is a link to the physical geographers in the department. The Green Economy theme has an international link to the European Association for Research on Services. Clear activities are articulated and good practice is evident in the incorporation of MA students. The international associated members of the group are of relatively high standing.

The group has been set up to address some interesting and important questions. The strategy is reasonably clearly articulated but somewhat descriptive, rather than providing clear analysis and a sense of direction. There are elements of conceptual and theoretical ambition and contribution, but they could be pushed further given the quality of the staff involved.

The research group is aligned with and contributes to all three of the university's main research themes. In particular, it has a direct link to the institution's strategic goals through its priority research area of 'climate and energy transformation'. The research group's themes and activities contribute in various ways, for example through interdisciplinary seminars, joint research projects and publications.

The group contains a range of interesting and worthy, but not especially well-connected and complementary projects within the broad green transformation theme. Partners are involved in large-scale projects, for example the Bergen Research Foundation's focus on European Cities as Actors in Climate and Energy Transformation, which is funding two PhD students. Given its early stage of development, the group is appropriately targeting a range of relatively small-scale funding sources, including the European Association for Research on Services (RESER), the Swedish Research Council, and EU ERASMUS. These are being used as ways of preparing for and securing larger-scale projects, for example from EU Horizon 2020. Institutional resources are evident in contributions to maintaining networks and organising smaller-scale activities, such as guest lectures, student exchanges and seminars. Beyond the Centre for Climate and Energy Transformation initiative in the faculty, not much detail is given on the assistance provided specifically to the research group.

11.2.2 Research personnel

The group aims to balance internal and international recruitment, although attracting 'big international names' is an acknowledged departmental weakness. Currently, only the Professor II appointment appears to provide this international staff presence. Success is evident in building an inclusive and participatory research culture from MA level to senior staff. PhD students are seen as key collaborators, for example through joint publication, which is good practice. External collaboration is encouraged outside the group – within the university, nationally and internationally. Little is said about training and career development programmes, although these are evident within the wider institution.

11.2.3 Research production and scientific quality

In terms of publication quality, there is some creditable work published in decent quality journals and an innovative edited collection in addition to some weaker contributions in lower quality outlets. Most

of the work is contributory rather than foundational and leading. The highest citations and quality are evident in the joint publications by the professors on time-limited contracts co-authored with other international scholars. In some cases, however, the University of Bergen is not appropriately credited and acknowledged in these publications.

The leading work from the group has contributed substantively to knowledge production in the field. The weaker work has made more modest descriptive and limited contributions to date. The approaches are clear and question-driven. There is limited mention of original conceptualisation and theorisation and limited publication in the very highest quality journals. Promise and potential are signalled in, firstly, the Progress in Human Geography paper, and, secondly, in the novel focus on services (rather than just manufacturing and infrastructure), with the Services and the Green Economy edited collection making an important and innovative contribution on services that could have a potential for a wider agenda and contributions to high-profile journals.

11.2.4 Networking

The research group is involved in different types of collaboration. They include cross-faculty and cross-institutional relationships. There is a collaboration strategy with links nationally and to the EU, and with academic, public and private organisations. A key focus of these activities is the new interdisciplinary centre for Climate and Energy Transformation within the faculty. The director of the new centre is based in a research group in Geography. The Green Economy Network is a promising international grouping with clear leadership and initiation by members of this group. The group has enjoyed early external funding success from a range of sources.

11.2.5 Interplay between research and education

The research group makes contributions to teaching at the undergraduate, postgraduate-taught and postgraduate research levels, mostly through the Geography programmes. The group also facilitates inputs into the teaching programme in the form of guest lectures by academics and external partners. There are active PhD students linked to the group who are involved in fieldwork courses. This amounts to an interplay between research and teaching based on a research-informed teaching model and supervision of research dissertations at undergraduate, postgraduate-taught and postgraduate research levels.

11.2.6 Societal relevance and impact

Dissemination has been undertaken at international events in the UK and US. Research engagement and impact linkages and activities are evident, including at the EU and Scandinavian level in Norway and Sweden, and locally in Western Norway. There is mention of co-production with stakeholders, but the strategy and activities are not elaborated upon. Two of the three departmental impact case studies from Geography originate from the group: EXCURSION and 10-MIN CITY. Both cases have reasonable quality, underpinning research, regional, national and international reach, and links to further research projects and grant bids. However, the cases place more emphasis on description and evidence of outputs rather than on explanation and demonstration of the causal links between research and beneficial change impacts.

11.2.7 Overall assessment

Overall, this is an important, timely and potentially formative group for the wider department's research identity and contribution. While at an early stage of development, it has made progress in terms of building staff capacity, securing external research funding, and publishing.

11.2.8 Feedback

- Develop a strategy and actions for future growth and development, connecting the group's development to its own institutional partners and networks and relevant wider international partners and networks.
- Develop a focus and activities to support growth of the research group in order to achieve critical mass and sustainability.
- Ensure that the research focus is advancing and contributing to the international and multidisciplinary field of sustainability transitions.
- Develop a clear plan for the tasks, expectations and contributions of the professors on time-limited contracts linked to the group.
- Develop ways to ensure that the leading work by the core staff and professors on time-limited contracts can be used to upgrade and stimulate the less strong contributions of the group.

12 University of Oslo, Centre for Development and the Environment

University of Oslo, Centre for Development and the Environment							
Units included in the evaluation of geography	- Centre for Development and the Environment (SUM)			Listed researchers		6	
				Listed research groups		0	
				No. of researchers in listed research groups		0	
Other units of the institution				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/-	-/-
				Total per year	-	-	-
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	2/97	0/0	2/61
Total expenditures	24 343	25 316	23 437	Post.doc positions	0/0	0/0	3/54
				Permanent positions	0/0	0/0	0/0
Types of funding				Education			
Core funding from the Norwegian gov.	18 749	21 018	23 135	Study programmes BA level -			
External funding, RCN	5 556	7 215	6 313				
External funding EU	307	474	0	Study programmes MA level - Development, Environment and Cultural Change			
External funding, other sources	6 304	3 150	5 273				
				Other PhD students have their work place at SUM while enrolled at a PhD programme at a faculty corresponding to their disciplinary background. They attend the obligatory courses offered at the faculty level and participate in SUM's research school, where they are trained in development and environment issues. Note: We have no disciplinary announcements.			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

12.1 Geography at the institutional level

12.1.1 Organisation, leadership and strategy

The Centre for Development and the Environment (SUM) is a research centre placed directly under the University of Oslo Board. It is led by a director, a position filled by direct appointment until a recent change in governance, whereby, from 2017, the director of the centre is elected. SUM focuses on five main research areas that are all highly relevant to societal challenges and emphasise the centre's interdisciplinary mandate. The centre's role as a networking hub is illustrated by its hosting of the Norwegian Latin America Research Network and the Network for Asian Studies. The centre was established to emphasise multidisciplinary social science research within the field of environment and development, but its current mandate in relation to the departments at the Faculty of Social Sciences is not very clear.

The strategic aims for the coming years are described in somewhat vague terms and mostly emphasise continuing business as usual and a pragmatic approach to aligning with existing staff qualifications, funding opportunities and societal challenges. The focus on joint publications and book editing by young and senior staff is emphasised, both as a past activity and a future strategic focus. Efforts to ensure such co-publication are positive and an important element in research training, but, overall, the strategies for research development do not seem very ambitious.

The SWOT analysis highlights a secure core funding situation, which is linked to the centre's institutional placement directly under the university board and rector. At the same time, however, it is vulnerable because of its small size and reliance on external funding. They rightly point to the difficulty of getting interdisciplinary research funded, but it does not seem justified to say that interdisciplinary publication is difficult, as there are now a large number of good channels for publishing such studies. The gender imbalance, with more women than men, is seen as a weakness, but, given that the opposite is the case in most research environments, this could also be seen as a strength – a completely balanced environment with an equal number of male and female staff is difficult to achieve. SUM sees positive trends at the university – as regards promoting multidisciplinary research and breaking down barriers between faculties – as an opportunity for the centre. This is indeed positive and could strengthen SUM, given its strong expertise in multidisciplinary research, but it could also represent a threat of the centre becoming redundant if such multidisciplinary research can to a larger degree be carried out under faculty auspices. Redundancy could of course be seen as ultimate proof of the success of the centre's strategy if the objective has been to promote multidisciplinary research at university level.

12.1.2 Institutional follow-up of previous evaluations

SUM was not part of the recent geography evaluation, but was evaluated by a social anthropology panel.

12.1.3 Resources and infrastructure

The centre does not have any specific research infrastructure other than office space and normal access to IT and other standard university facilities. There is a strong element of core funding, but the centre has also been successful in attracting external funding, especially from the RCN and other Norwegian sources, whereas international (EU and other) funding has been limited in the period for which data was provided (2014-2016). During the interview, SUM emphasised that involvement in EU projects as work package leader is possible, but that they do not have the resources required to

coordinate larger projects. Given that UiO has an EU office that offers substantial support for engagement in and leading EU projects, there seems to be little reason for SUM not to engage in such coordination if a relevant call is found. This could be an important strategy if SUM is unable to maintain its current high share of Norwegian funding in future.

12.1.4 Research environment

SUM coordinates a research school and provides a strong research environment for PhD students within the five thematic research areas. Given the international orientation of the Centre it appears to be an international and stimulating research environment with numerous seminars, international PhD courses and ample possibilities for informal peer-exchange.

12.1.5 Research personnel

SUM has stated that six staff members work within the field of geography. There has been very limited recruitment of new permanent staff over the past decade, with only two appointments, but postdoc and PhD positions are advertised regularly, with good numbers of applicants. The staff and students at SUM are predominantly women. This is problematised to some extent, but, on the other hand, it is emphasised that the best candidates are chosen for study places and jobs regardless of gender.

The centre offers sabbaticals in accordance with UiO's regulations: two months of sabbatical are earned per full-time year, resulting in a six-month sabbatical after three years or 12 months after six years. It is commendable that staff are offered this option and that the management is flexible as regards the needs of staff.

Moreover, the centre provides seed money for developing proposals and offers a flexible workplace that emphasises good conditions for employees on temporary contracts.

12.1.6 Research production and scientific quality

The geographical researchers at SUM are mainly involved in two of the five research groups: 1) 'Energy and consumption', which works on sustainable consumption, including energy consumption and gender relations in the energy sector; and 2) 'Governance for sustainable development', which works on power relations in environmental governance within the forest, hydropower and mining sectors, and on the effects of remittances on agrarian change. The geographers at SUM work empirically in Africa, Latin America, Asia and Europe.

The publications submitted to the geography panel demonstrate solid social and economic geographical research. Some of the research is very original and makes highly pertinent contributions to understanding a wide range of topics within the environment-development nexus. They include the comparison of spaces for participation in REDD+ development, mobility and transportation in Vietnam and how electrification in Afghanistan and India affects gender relations and women's opportunities. It is generally well rooted in social science theory, although the theoretical advances that can be derived from these and other studies are fairly limited.

In the self-assessment, SUM emphasises the multidisciplinary or interdisciplinary nature of its research without distinguishing between these two terms. The centre appears to be multidisciplinary in that several social science disciplines are represented at the centre and several of the book publications indeed integrate contributions from numerous social science disciplines, including international authors. Based on the submitted publications, however there appears to be little interdisciplinary research taking place, since only one of the ten publications have authors from two disciplines within SUM. The multiple single-authored publications also do not testify to a strong effort to promote

interdisciplinarity although we of course acknowledge that single authorship is a strong tradition in social sciences necessary for career development. However, in a unit whose existence is hinged on interdisciplinarity, stronger focus appears to be needed on actual collaborations, although it was emphasised in the interviews that there is a higher degree of co-authorship in the publications as a whole than in the ten selected for this evaluation. This issue may thus be an artefact of the selection strategy of the ten publications.

There are a few publications in journals with medium to high impact and a number of books and book chapters published by one of the large academic publishers in the UK, Earthscan-Routledge, and the overall quality of the papers is good.

The bibliometric data suggest that the scientific impact of work defined as geography at SUM is relatively low compared to the overall impact of research in the same field in the OECD, Scandinavia and Norway. The overall share of NPI level 2 publications is high (48%), but only 17% for journal publications. As journals tend to be read and cited more frequently, this may explain the relatively low impact of the research. On the other hand, the SJR and SNIP values are quite close to the average for geography in Norway, indicating that SUM is performing well compared to the wider field internationally.

Assessment of scientific quality: 3 - good

12.1.7 Interplay between research and education

SUM offers an MA degree and has a PhD Research School, although PhD students need to be enrolled at one of the faculties in order to achieve their degree. The MA degree is awarded by the Faculty of Humanities.

It is positive that a largely research-focused centre is engaged in teaching in this systematic way in order to ensure that the research is made available to students at MA level. Engaging students to do their thesis work within research projects is positive and ensures a good basis for recruiting the next generation of researchers, as well as providing graduates with a strong research-based education.

The centre allocates the time of permanent staff as follows: research (50%), teaching (15%) and administration (35%). The high allocation for administration is mainly used for writing proposals.

12.1.8 Societal relevance and impact

The research topics are of high societal relevance and address important challenges, such as climate change, governance and inequality. The centre has made good efforts to disseminate results through various media, reaching both Norwegian audiences and local stakeholders in the countries where the research is conducted.

The self-assessment emphasises that the work on gender relations in the energy sector has received especially strong attention from policymakers and development agencies, including the work on solar electrification in Afghanistan and India. This impact case was submitted to the anthropology panel and is thus not evaluated here.

The impact case shows convincingly how the research of one of the SUM researchers on dubious participatory processes in Environmental Impact Assessments (EIA) in the Guatemalan mining sector caused the Norwegian Government Pension Fund to withdraw their investments from the mining company. While deficiencies in participation in EIA has been demonstrated before, the specific case study was of high societal value and providing an influential fund with a better foundation for decision-

making and also has led to a court-case against the mining company in Canada. Whether this has improved conditions for participation is not completely clear in the impact case.

12.1.9 Overall assessment

Overall, SUM conducts solid research within social and economic geography that, at least in specific cases, has very high societal relevance and impact. As a unit with an interdisciplinary mandate, more evidence of interdisciplinary research could have been expected. SUM provides a good working environment and has been very successful in obtaining external funding, but its hesitation as regards engaging in and leading EU projects is not justified, given the institutional support that UiO can provide. Finally, the relationship between geographical researchers attached to SUM and to the Department of Sociology and Human Geography is not very clear, since SUM's research would fit very well in the Department (and partly vice-versa).

12.1.10 Feedback

- Explore the possibility of conducting more actual interdisciplinary research where researchers from different disciplines work jointly throughout the research process, including co-publication.
- Place stronger emphasis on the role of SUM vis-à-vis the other faculties and departments, especially in a situation in which barriers between departments are being reduced and interdisciplinary research is being more broadly promoted.
- More ambitious strategies should be pursued, for example to target more high impact journals, use research results to influence funding agencies rather than passively following the calls that are issued, or positioning the centre thematically in relation to other research environments that work on similar topics within or outside UiO.
- Pursue more diversified funding strategies, including relevant EU funding, since the institutional support from UiO provides a unique opportunity to do so.

13 University of Oslo, Faculty of Social Sciences

University of Oslo, Faculty of Social Sciences							
Units included in the evaluation of geography	- Dept. of Sociology and Human Geography			Listed researchers		35	
				Listed research groups		2	
				No. of researchers in listed research groups		15 (28 CVs)	
Other units of the faculty (institution)	- Dept. of Economics - Dept. of Political Science - Arena Centre for European studies - Dept. of Social Anthropology - TIK Centre for Technology, Innovation and Culture - Dept. of Psychology			Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	0/2	1/2	2/4
				Total per year	2	3	6
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year³⁰			
					2014	2015	2016
Funding of the institution				PhD positions	2/67 (6)	2/55 (7)	3/54 (7)
Total expenditures	516 013	519 699	594 049	Post.doc positions	-	1/34 (3)	3/34 (3)
				Permanent positions	-	1/49 (4)	-
Types of funding				Education			
Core funding from the Norwegian gov.	407 822	441 167	460 585	Study programmes BA level - Samfunnsgeografi (Human Geography) - Utviklingsstudier (Development studies)			
External funding, RCN	69 307	65 166	77 179	Study programmes MA level - Human Geography			
External funding EU	9 527	17 965	24 203				
External funding, other sources	23 791	25 732	31 936				
				Other -			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

³⁰ Please note that we have narrowed "qualified" to include only the number of applicants nominated for hiring to the Department's Board. For purposes of SAMEVAL, we were informed by the RCN that we could define «qualified applicants» as those applicants that were recommended for hiring (short list/ "innstilte søkere") by the body that has the power to do so. The denominator in parentheses thus represents the shortlist of qualified applicants and the denominator not in parentheses represents the number of applicants.

13.1 Geography at the institutional level

13.1.1 Organisation, leadership and strategy

The Department of Sociology and Human Geography is one of five departments and two centres at the Faculty of Social Sciences at the University of Oslo (UiO). The department is thus part of a faculty structure where the dean and vice-deans have overall responsibility for research and education. The faculty emphasises the importance of bottom-up research. There has been a focus on organising researchers in research groups, and researchers are encouraged to plan their grant-searching and networking activities for the long-term, to engage in cross-disciplinary research and focus on impact and innovation. There is limited information about how these aims are expected to be achieved.

The department has freedom to use its own resources, and has responsibility for hiring temporary staff and planning which tenured staff positions it prioritises. Tenured positions have to be approved by the faculty, however. This devolved responsibility can be highly useful in relation to stimulating creative thinking and promoting excellent researchers, but the identified weakness that strong units do not promote interdisciplinarity across departmental boundaries could be a downside.

The department has identified several strategic principles for research development. They include a combination of prioritised research themes (see below) and 'bottom-up' identification of research ideas by individual researchers, and small-scale funding to support new ideas or networking, both of which are excellent, albeit rather conventional, tools for stimulating good research. The department emphasises the good collaboration between geographers and sociologists that has evolved during the 20 years since they were merged. Collaborations include joint research projects and a joint PhD programme. During the interviews, it was mentioned that the merger has improved geographical research at the university.

13.1.2 Institutional follow-up of previous evaluations

Geography at UiO was last evaluated in 2011, and a number of ISP network projects have been funded in response to the 2011 evaluation. The evaluation also led to a stronger focus on external funding and to more postdocs being hired to stimulate early career researchers. The 2011 evaluation suggested focusing more on and internationalising urban research and, while the Urban Transformation research group is not a direct outcome of the evaluation, it is contributing to fulfilling this recommendation.

13.1.3 Resources and infrastructure

Limited information is provided in the self-assessment about resources and infrastructure at department level, but UiO and the faculty offer excellent resources as regards libraries, data storage, and IT services that can all be accessed by the departments. Moreover, the independence of the department in relation to managing its financial resources is an advantage that gives the department flexibility in managing funds and infrastructure.

13.1.4 Research environment

The department organises a number of seminars for PhD students and other staff across Geography and Sociology in order to facilitate interdisciplinary activities. There is also an international summer school in comparative social sciences organised by the university, which could also foster collaboration between departments. Human geography at UiO consider itself to be leading in the country within this field, but it could be expected to lead more in terms of collaboration with other geographical environments and of organising the discipline in Norway. For example, there is limited collaboration

with UiO-SUM, which also has a group of human geographers who work on very similar topics. However, the geography group rightly claims that it is a relatively small unit and that such collaboration and leadership take considerable time and resources.

13.1.5 Research personnel

The department follows UiO's and the faculty's employment policies, which include a 'moderate gender bias' as stated in job advertisements. There are also a number of career building initiatives for female researchers at UiO level. In geography, there are, as of October 2017 four female and seven male permanent academic staff, whereas there are nine female and five male temporary academic staff. This is in line with the overall distribution at faculty level, where there is a comparatively high overall share of women in research positions but only 33% at professor level. This is still fairly high by international standards. There is also a high percentage of non-Norwegian staff, which is commendable.

The self-assessment report states that the Ministry of Education and Research funds a fixed number of permanent and temporary positions in the department and that new staff are only hired when positions become vacant. Although it is also stated that there are openings for other positions when external funding allows room for this in the budget, it appears to be a very rigid system that leaves little room for strategic or experimental recruitment initiatives. Only one permanent position in Geography was advertised between 2014 and 2016, and relatively few postdoc positions as well, although the number of the latter seems to be increasing.

There are 20 PhD students in human geography, which is a good figure given the number of permanent staff, although only about 10 of them are employed at the university and therefore likely to work daily at the department. It is very positive that the department has decided to fund one PhD student from core funds, as this gives excellent PhD students an opportunity to pursue their own research ideas. PhD students are encouraged to spend time at a non-Norwegian research institution during their studies, and this is undertaken by about half of the students. Stronger incentives to promote this among more PhD students may be required.

It is to be commended that UiO has clear guidelines for sabbatical leave that are adhered to by the department.

13.1.6 Research production and scientific quality

The self-assessment identifies four main research areas within geography: urban studies and planning; climate adaptations and transformation; development and politics; and economic and labour geography. The first two have also submitted research groups with international participation. The department also presents itself as the leading human geography department in Norway, which is indeed correct given the size and breadth of the unit and its focus on high-quality research and teaching. As mentioned above, however, there could be more activities that demonstrate such leadership within Norway and beyond.

The department has made strong contributions to research in these fields and, although the number of publications per staff member is relatively low compared with other institutions, there has been a focus on publishing in high-impact journals. The ten submitted publications broadly represent the four geography research groupings in the department, and they are all journal publications in good to high-ranking journals within geography and associated fields. The selected publications testify to a strong focus on theoretical research exemplified by empirical case material mainly from Norway or

developing countries. Many of them are single authored, which shows the strength of individual researchers, but provides less evidence of interdisciplinary, international and inter-departmental collaboration. However, it is clear from the full list of publications and research projects that international and interdisciplinary collaboration is present, at least within the social sciences.

The research on climate change adaptation and sustainability has been agenda-setting in scientific and policy debates at the international level, especially with regard to the focus on transformational changes. The establishment of the Norwegian FutureEarth office within the department is also an indication of this, as is the strong societal impact of the urban transformations group. The other research groups also produce very good research on labour geography and mobility and have also contributed well to their disciplines. Moreover, according to the list of research projects, they have been especially successful in obtaining large grants. In general, geography has been able to attract a wide range of research grants from the EU, RCN, Topforsk and municipalities.

The bibliometric data suggest that the scientific impact of the work of the geographical researchers within the department is slightly above the overall impact of research in the same field in the OECD, and on a par with research in the same fields in Scandinavia and Norway. The overall share of NPI level 2 publications is very high (56%) and 30% for journal publications, which is above the national target of 20%. SJR and SNIP values are above the average for geography in Norway, indicating that geography at UiO-SV is performing well compared to the wider field internationally.

Assessment of scientific quality: 4 – very good

13.1.7 Interplay between research and education

The department pursues an excellent strategy for research-based teaching and, since MA programmes are taught in English, this favours internationalisation of the education. A very specific time allocation is practised between teaching (47%), research (47%) and administration (6%). There is a time-log system for teaching and administration, and time can be carried over between semesters in the form of less or more teaching if more or fewer hours have been logged. This is a somewhat rigid system, but it has the advantage of creating transparency and allowing all staff to have sufficient research time. The disadvantage is that teaching hours set by standard norms often do not correspond to actual hours spent on preparing courses, given the diversity of course topics and variation in staff teaching experience. Teaching loads can be reduced by up to 50% if staff succeed in attracting large research grants, for example from the EU. In such case, the department will hire replacement teachers in order to not overburden other staff. One element of good practice is that teaching cannot be reduced by more than 50% to ensure that teaching is research-based. There is thus a strong focus on ensuring that research activities are reflected in the courses taught at both BA and MA levels, and the teaching is organised by the research groupings listed above.

13.1.8 Societal relevance and impact

As mentioned above, the societal relevance and impact of the climate change and sustainability work is regarded as substantial and international. The impact case on solar energy in Kenya also testifies to this, as it clearly describes how the research activities and engagement with local authorities and communities have led to changes in or the adoption of new practices. This impact case is exemplary in terms of the reach a research project of this type can be expected to have.

The impact case on 'Political capacity building in civil society for peace and democracy in Myanmar' also demonstrates strong efforts to achieve impact in terms of inspiring critical approaches to state

building and institutions. It is not so obvious how the research project activities have had a direct impact on peace and democratic processes in Myanmar, but these would also be quite complex to document.

13.1.9 Overall assessment

Overall, the geographical research within the Department of Sociology and Human Geography is at a high level and entails a broad range of human geographical approaches. There is a considerable and successful focus on attracting research funding and researchers. The research seems to be somewhat compartmentalised into different themes, and although Sociology and Geography have considerable collaboration within the department, more focus may have to be put on interdisciplinary work with other departments and centres within the wider university – for example, UiO-SUM, which, in terms of actual research, has a very similar profile.

13.1.10 Feedback

- Seize the benefits of working together across the individually strong themes within geography and with adjacent social science departments and centres.
- Ensure that all PhD students get international exposure, for example by having mandatory (short) stays at research institution outside Norway.

13.2 Research group: Climate Change and Transformations to Sustainability

13.2.1 Organisation, leadership, strategies and resources

The research group Climate Change and Transformations to Sustainability is organised around two permanent staff, a group of postdocs and PhD students, and a few highly profiled international members. The group has a strong leader who is highly ranked within climate change research. The strategy of the group to focus on a broad range of societal challenges related to climate change has proven successful, especially as regards research on the impacts of climate change and associated adaptation of human systems. The shift towards a broader understanding of ‘transformations to sustainability’ has been influential in recent climate research, proving that the group’s strategies are highly relevant.

The group has been highly successful in attracting research funding, mainly from the RCN but also from other funding agencies. It is highly dependent on external funds since only the two permanent staff members are funded from UiO core funds. This could represent a risk to the continued existence of the group, as it would be difficult for it to survive even a short period without funding, since staff would then be obliged to seek other opportunities. The group also appears to be very dependent on the research group leader, who leads many of the research projects and high-ranked publications by the group.

This is evident from the self-assessment report, which mentions 14 key publications that are all co-authored by the research group leader, who has also been the lead or single author on eight of them. Only two of the six publications submitted to represent the group are listed as key publications in the self-assessment, and the two that are included are those that are co-authored by the research group

leader. The research group leader is without doubt an excellent researcher with an internationally recognised academic record, and her multiple co-authorships indicate strong engagement with the research of different members of the group. However, there could be some concern that the group's success is too dependent on one person and that other group members are not able to stand out in the same way. These challenges are acknowledged and there are plans to hire new permanent staff who will be associated with the group.

13.2.2 Research personnel

Of the core members of the group with UiO affiliation, there are two permanent staff, three postdocs and three PhDs. This testifies to a strong focus on early career researchers, research training and on providing positions that PhD graduates can apply for. The group is composed of two male and six female researchers, showing a strong focus on promoting female researchers – all PhD students and two of three postdocs are female. This is positive as it supports the trend towards more equal gender distribution in the social sciences in Norway.

13.2.3 Research production and scientific quality

The group has been at the forefront of social science research on climate change and has worked on a number of widely recognised concepts relating to climate change, such as 'double exposure' and 'transformations to sustainability'. The six publications submitted by the group broadly represent the staff and the scientific fields that the group is engaged in. All publications are strongly rooted in theory and the main objective of several of them is to develop new theoretical understandings, such as the 'double exposure' framework and new more integrated approaches to the concept of adaptation. The empirical papers are also explicit about placing the results in a theoretical context, and they all advance their respective fields, but with differing levels of generalisation in terms of the geographical scope and the extent to which the case studies can yield broader lessons.

13.2.4 Networking

The group has excellent international networks, including involvement in the organisation of international global change research, such as FutureEarth, and through contributions to several IPCC reports. The listed group members who are not affiliated to UiO are also leading social scientists focusing on climate change, testifying to strong academic networks.

13.2.5 Interplay between research and education

The group members contribute to teaching in human geography and have been instrumental in developing a specialisation at master's level in climate change adaptation and transformation to sustainability. Moreover, several of the books published by the group have been integrated in curricula on the human dimensions of climate change at universities outside Norway, testifying to the strong impact of research that is not easily measured by the standard metrics

13.2.6 Societal relevance and impact

The group has provided an impact case describing how the group's research was instrumental in the acceptance of a Norwegian government proposal for a special report on extreme events by the Intergovernmental Panel on Climate Change (IPCC). The group was also involved in the production of the Special Report on Extreme Events (SREX). The impact case mainly describes how the SREX has had an impact on society's understanding of the relationship between climate change, extreme events and disaster risks. While it is clear that the IPCC reports have had a strong influence on international policy, especially within the framework of the UNFCCC negotiations, the impact case mainly focuses on the

production of the report and its dissemination without specifying how the SREX has led to changes in policies or practices.

13.2.7 Overall assessment

Overall, the research group has a very strong record of research production and sound strategies for obtaining funding for its work. The group has been influential in Norwegian and international global change debates, has a strong international academic standing and a diverse portfolio of research activities relating to transformations to sustainability. The only risk to the group could be its high dependence on the group leader with respect to attracting funding and leading research and publications, but steps have been taken to resolve this.

Assessment of research group: 4 – very good

13.2.8 Feedback

- Explore strategies to better promote all researchers in the group in terms of publication and funding

13.3 Research group: Urban transformations

13.3.1 Organisation, leadership, strategies and resources

The research group Urban Transformation has a long history at the Department of Sociology and Human Geography and, in recent years, it has expanded to now comprise a group of seven employed and two affiliated researchers. This is the result of the recruitment of four urban geographers working in the field and of successful external funding that has made PhD positions possible. According to the self-assessment, the group is outstanding in the national context. The organisation is informal and based on collaboration and meetings. The group develops applications, research, dissemination and collaboration with other researchers, such as the Norwegian Institute for Urban and Regional Research and Norwegian Social Research and the Work Research Institute at Oslo and Akershus University College of Applied Sciences. The group has been successful in obtaining external funding and it also has good support from the department, which provides infrastructure such as statistical data and assistance in data processing, as well as from the faculty, which has provided the group with seed money and has financed one PhD candidate.

The group leader has a permanent position at the university. Like the other permanently employed staff, he is engaged 50% in work for the research group and 50% in teaching at the department. The research group has received funding from both the RCN and other public and private funding sources in Norway. It has no funding from the EU or other international sources, but aims to utilise both EU and Nordic funding sources. The most important project, funded by the RCN, is Smart Mobility Suburbs.

13.3.2 Research personnel

Using external funding from the RCN, the group has managed to recruit PhD candidates and postdoc researchers. At the time of the self-assessment, the group had three PhD candidates and one postdoc. All positions are advertised internationally and half of the group are non-Norwegian. Forty per cent of the staff have permanent positions; while the rest have temporary positions, such as postdocs and PhD candidates. Most of the listed researchers, and all of the permanent staff, are men, and there is

only one female PhD candidate. The research group also has two affiliated researchers, one woman and one man, who both have permanent positions in other departments at the university. To enlarge the group, master's students are integrated in various projects.

13.3.3 Research production and scientific quality

The research focuses on investigating and exploring current urban transformations, especially social inequality, segregation, exclusion and sustainability. Moreover, the research is especially concerned with policy and planning and has an empirical focus on socio-spatial segregation in Oslo and the Oslo region, with some examples from other Nordic cities. Other topics are urban housing and gentrification and place-making and architecture. The group's publications between 2012 and 2016 mainly consist of articles in peer-reviewed journals (a total of 46), followed by book chapters. However, many of these articles are written by two of the newly recruited staff taken on in 2014 and 2016, and are thus not all produced within the research group. The listed articles have been published in high-quality journals and they make original and significant contributions to the research on urban transformation. The self-assessment points specifically to the research focus on changes in social structure (segregation, gentrification etc.). The submitted articles do not, however, explicitly deal with these questions, even though they may be implicit in the analyses. They are more directed towards the second focus on environmental issues. In general, the articles by the research group are relevant and significant, especially in the national context, but also internationally. The new recruits have expanded the focus of the research team to include urban environments in Eastern Europe.

In an overall assessment of the submitted publications, the panel finds them to be of very good scientific quality with interesting contributions to the research field of urban research, published in high-quality channels.

13.3.4 Networking

The research group cooperates with many other urban researchers in Norway. It invites international researchers to its seminar series Cities & Society and to the Urban Reading Group, which also include master's students. The group also collaborates with non-academics at municipal and state level. Academic collaboration typically consists of single events, such as lectures and seminars, and more formalised links with Nordic universities as well as universities abroad, such as Uppsala, London and Utrecht. Among the attached CVs, there are researchers from London, Detroit, Masaryk (Czech Republic) and Santa Cruz in California.

13.3.5 Interplay between research and education

An increasing number of master's students write their theses on urban geography topics, which has increased the use of members of the research group as supervisors. Most of the teaching is related to supervising master students, which contributes significantly to an engaged research environment. Permanently employed researchers teach around 50% and PhD candidates teach 25% in four urban-related courses at bachelor's and master's level. The group also has plans for another master's course and it organises PhD courses in collaboration with other institutions.

13.3.6 Societal relevance and impact

The research group collaborates extensively with non-academic partners, both on specific projects and as invited speakers and workshop organisers. It also works with municipalities and state institutions, as well as with NGOs.

The submitted impact case, 'Socio-cultural place analysis' (SoPlace), comprises a methodology for analysing social and cultural conditions for places and place-making. It has been developed from a number of theoretical and empirical research projects on the social implications of urban place-making strategies, where aesthetics and architecture tend to dominate social aspects. The SoPlace method has been presented and debated in a number of publications, lectures and talks with policymakers over a period of 15 years. A guide to the method was published in 2007 (in Norwegian: Sociokulturelle stedsanalyser – veiledere) and distributed to all municipalities in Norway, in both a hardcopy and electronic version. This social-cultural place analysis stresses that it is not enough to have knowledge about the built environment and infrastructure, but that knowledge is also needed about the social and cultural aspects of a place, and that such knowledge is acquired by integrating the inhabitants. Evidence of the use of the method is that the English version of the concept of Socio-cultural place analysis has over 800 results in a google search and the Norwegian version 600. It is estimated that more than 100 analyses have been carried out using this method. The method is also recommended by the Norwegian State Housing Bank, the Norwegian Directorate of Health and the Norwegian Public Roads Administration.

One specific example where the method has been used is a renewal project outside Oslo (Groruddalen), a suburban area with 130,000 inhabitants with significant social challenges. Five analyses using the method were conducted in order to make planners more knowledgeable about the inhabitants' perceptions, identification and uses of the place. The analysis was carried out in a collaboration between the research group and the City of Oslo. The importance of the method is confirmed by a planning officer from the Groruddalen project who found the analysis important in the planning process. Another example is a series of renovation projects carried out by the Norwegian State Housing Bank, where the analysis was used in nine residential areas in the Oslo region. The usefulness of the method in terms of knowledge-building in the planning process is confirmed by a senior adviser at the Bank.

The group has been engaged with and has disseminated its results to many relevant partners. Sufficient evidence of what has changed as a result of using the recommended method is not provided, however, notwithstanding one suburban district using the method.

13.3.7 Overall assessment

The Urban Transformation research group has a history of successful research on important urban issues. The group is helped by good support from the department and the university. The research group works well with its rather informal organisation, as demonstrated by its success in obtaining national funding. With a quite strict combination of research and teaching, the group's findings reach the education system and the students. The group has also been successful in attracting international visitors. Overall, this is proof of a strong and expanding group that produces high-quality output and has high-quality senior staff. Through its new recruitments, it also has a potential for thematic re-orientation or enlargement of its research topics.

Assessment of research group: 4 – very good

13.3.8 Feedback

- Aspire to increase EU funding by improving the international collaboration that already exists.
- Develop a strategy for a more gender equal research group in terms of permanent positions.
- Be aware of the balance between the two research foci on social-spatial changes and environmental issues.

14 Western Norway Research Institute

Western Norway Research Institute							
Units included in the evaluation of geography	- Vestlandsforskning/Western Norway Research Institute			Listed researchers		7	
				Listed research groups		1	
				No. of researchers in listed research groups		5 (5 CVs)	
Other units of the institution				Training, recruitment and academic positions			
					2014	2015	2016
				No. of PhD graduated at the institution per year			
				Male/Female	-/-	-/-	-/-
				Total per year	-	-	-
R&D expenditures and sources of funding (1000 NOK)				No. of positions announced / No. of qualified applicants per year			
	2014	2015	2016				
Funding of the institution				PhD positions	-/-	-/-	-/-
Total expenditures	22 384	22 253	26 626	Post.doc positions	-/-	-/-	-/-
				Permanent positions	2/48	2/25	4/120
Types of funding				Education			
Core funding from RCN	3 860	3 918	4 065	Study programmes BA level			
External funding, RCN	3 704	3 955	8 031	-			
External funding EU	2 578	3 640	3 767	Study programmes MA level			
External funding, other sources	15 255	15 016	14 361	-			
				Other			

Source: The Research Council of Norway, Self-assessment report for the institution, 16/12960

14.1 Geography at the institutional level

14.1.1 Organisation, leadership and strategy

The Western Norway Research Institute was created in 1985 by Sogn og Fjordane County Council as a regional research institution. The research institute does not have a geography department; instead, the submission represents the group of researchers who work on environmental issues and submit work to geographical journals. With 15 researchers (according to the self-assessment), this is the larger of two groups of researchers responsible for the institute's activities; the other (11 members) is the Information and Communications Technology (ICT) group. The goal of being a regionally based, but nationally and internationally prominent, research institution, with a particularly strong emphasis on societal relevance and interaction with public and private sector partners in the region, is appropriate and clearly fulfilled by the reported activities and publications. A clear and astute set of strategic targets for short-term development is identified, responding, for example, to the recent incorporation of Sogn og Fjordane University College (with which the institute is already associated) into the Western Norway University of Applied Sciences. Further cooperation with private sector partners is proposed. Approximately 85% of the institute's turnover comes from external sources, and although EU, and in particular RCN funding, has increased in recent years, the opposite applies to private sector funding. The RCN remains the main source of funding. The institute has made an annual profit for more than a decade.

Each of the two branches has a head of research and a group leader, who, together with the director, form a management team of five people who run the institute on a day-to-day basis. It is not entirely clear how this management structure interacts with the sustainable tourism group, which has its own research coordinator and was created ten years ago, with members drawn from both branches of the institute. Such a structure carries a risk of ambivalent loyalties, although, in theory, the across-the-board remit of the tourism group (involving researchers from the environmental and ICT groups) should promote a coherent institutional identity.

14.1.2 Institutional follow-up of previous evaluations

The Western Norway Research Institute was not included in the 2011 evaluation of Geography. It was included, however, in the 2017 evaluation of Norway's social science research institutes, which strongly endorsed its existing strategy, welcoming in particular its ability to straddle regional and European research activities. The evaluation did note that it had less focus on national-level users, even where expertise is clearly of national relevance. A previous evaluation of regional research institutes (2012) recommended that the institute should recruit more junior scholars (PhD students), and this is now a strategic priority.

14.1.3 Resources and infrastructure

The low core funding for research institutes means that Western Norway Research Institute is not able to compete for research funding on an equal basis with the higher education sector, and that costs are a persistent concern. Adequate computing resources are provided, but access to libraries and databases remains an issue. Proximity to the Fosshaugane Campus of the Western Norway University of Applied Sciences does not overcome this limitation, given the latter's vocational focus. There is a small internal library of specialist research and reports.

14.1.4 Research environment

The focus on applied and assignment-driven research limits the institute's ability to stimulate a much broader intellectual environment. The institute participates in a regional climate partnership, which organises an annual Local Climate Change Adaptation conference.

14.1.5 Research personnel

The Western Norway Research Institute recruits geographers (approximately one-quarter of external appointments in recent years) insofar as they have the required specialist skills. Some researchers are recruited internally/without advertising; these include former PhD students who are already based at the institute and maintain their position during and after the PhD. This may be practical, but is not the most transparent of recruitment procedures and the implications should be carefully considered in light of the marked gender imbalance among researchers at the institute.

There are seven listed participating researchers, all of them men in their 30s–50s. The self-assessment reports that 37% of all the institute's researchers are women, and the figure is slightly higher for the environmental group. Project managers are overwhelmingly male, while female researchers are concentrated in junior positions, and four of the five members of the management team are men. There is thus a serious gender imbalance, which is acknowledged by the institute, but explained as a product of a lack of qualified female applicants in the past. The institute reports that this situation has now reversed (most qualified applicants recently have been women) and that there has therefore been an improvement in the gender balance. At present, however, although a few projects have more female than male researchers, the project leaders are still male, and the over-representation of women researchers in research on household preferences in the context of greenhouse gas reduction is welcome, but raises the question of gender stereotyping, given the domestic focus. The institute participates in the Nordic Centre of Excellence: Beyond the Gender Paradox, a five-year programme aimed at addressing the poor gender balance record of research employment. However, more consideration still needs to be given to how to increase the number of female project leaders and senior researchers.

The institute has few postgraduate researchers, with an average of only one graduating per year. PhD students must register with a university (not necessarily in Norway – a positive factor that supports international networking), but are funded by the institute. The dual institutional affiliation increases the amount of training and mentoring available, but the funding model means that students must divide their time between their PhD and contract research. Career progression criteria foreground contributions to assigned projects, although scientific publication is also expected. Annual career planning reviews are held for all researchers.

There is considerable national and international mobility among researchers, with visiting posts at universities in Norway and elsewhere, particularly in the Nordic countries. There is no sabbatical leave.

14.1.6 Research production and scientific quality

It is evident that the institute is fully committed to promoting excellent research at the highest academic level, while remaining firmly embedded in its regional and local context.

The institute has made a very good and thematically tightly focused contribution to research on policy responses to climate change, particularly within the tourism and transport sectors, and at the intersection between local and national governmental interventions. The submitted publications are all journal publications in respected international and generally interdisciplinary journals. All but one

have multiple authors, reflecting a high degree of international, and to a lesser extent national, collaboration. Research comparing different national contexts features in the publication profile, and Norway is used as a case study to illustrate broader concerns. Other papers address global themes and concerns, such as linking origin and destination of international tourism to greenhouse gas emissions.

The scientific quality of the submitted publications is very good. All the listed publications are strongly policy-oriented, seeking to alert authorities and stakeholders to the limitations of current climate change mitigation and adaptation policy. The tight thematic and policy focus is appropriate for a research institute, although it would not be so in a university, since it only represents a narrow slice of what geographers do. Some papers make a plausible claim for a pioneering contribution to work on the environmental consequences of global tourism. They consistently make a compelling case for more government intervention in mitigation and adaptation efforts, as well as the need for greater urgency in global, sectoral and societal efforts to reduce emissions.

Some of the most powerful papers are those that concentrate on reviewing existing knowledge. Other publications include some original research findings, but not necessarily as the paper's key contribution. There seems to be some conflict between research originality and the ability to convey a powerful policy message.

The bibliometric data suggest that the scientific impact of the work of the listed researchers is high compared with OECD research in the same field, and on a par with research in Norway and the Nordic region. The proportion of NPI level 2 publications is slightly lower (29%) than the Norwegian average and particularly low for journals (6%), but considerably higher for book chapters (67%). SJR and SNIP values are close to the average for Geography in Norway.

Assessment of scientific quality: 4 – very good

14.1.7 Interplay between research and education

Staff contribute to a postgraduate course in Climate Change Adaptation and Land-Use Planning at the Western Norway University of Applied Sciences and to a recently-established, regionally based master's in Climate Change Management, the first of its kind in Norway. The environmental group's head of research has a 20% of full-time position at the Western Norway University to help manage this programme.

14.1.8 Societal relevance and impact

The institute does not present a single impact case, but rather a broader overview of key knowledge exchange activities and of the societal importance of its local climate change adaptation research. It highlights direct services in the form of information and guidance provided to municipal authorities throughout Norway, but especially those in Western Norway, leading to modification of land-use plans at municipal and county level. The advice provided includes identifying vulnerable infrastructure and suggesting responses. The results include direct physical modification of one industrial area (raising the ground level to protect against rising sea levels). The institute has also worked with national civil protection authorities, a government ministry and the National Environmental Agency to provide guidance on climate change adaptation, particularly in relation to the threat posed by natural hazards. The degree to which input on land-use planning and policies is part and parcel of Western Norway Research Institute's day-to-day activities, the importance of its contribution to reducing societal vulnerability to hazards, and the reach of the institute's work is commendable, even though its impact can only be measured in part and hypothetically (e.g. reduced losses in the event of a natural disaster).

14.1.9 Overall assessment

Western Norway Research Institute amply fulfils its mission to be a regionally based research institute producing applied scientific research and contributing to environmental and sustainable tourism research at the national and international level. Some of the research that emerges from this fruitful collaboration between regional partners and national and European funding agencies can be located at the forefront of international policy-related research in the field. Different options for the future development of more specific research foci (such as the focus on sustainable tourism developed over the last decade) raise some questions about the implications for the institute's structure and management.

14.1.10 Feedback

- Renew efforts to promote PhD work, on a scale appropriate to the size, but also the intellectual ambitions, of the institution.
- Redouble efforts to address the gender imbalance across the age and seniority profile of researchers, particularly in thematic areas where women are traditionally least likely to be well represented.

14.2 Research group: Tourism

14.2.1 Organisation, leadership, strategies and resources

The Tourism research group was established in 2007, and here we mainly evaluate a sub-group of geographers working with sustainable tourism. The broader Tourism group includes members drawn from both of the main strands of research at the institute (the environmental and ICT groups). The Sustainable Tourism sub-group is coordinated by a researcher in a 50% position who is also based at two Swedish universities. It includes three of the institute's environmental researchers plus two external members (one of whom previously had a 25% contract).

Resources and infrastructure are described as adequate. The group contributes effectively to the institution's overall goals, but the main policy for facilitating high-quality performance appears to be to connect with international sustainable tourism research networks via the research coordinator. Although the research group was established as a strategic choice to promote internationalisation, the degree of engagement of other employees is unclear and there appears to be a danger that the group could in some respects become semi-detached from Western Norway Research Institute.

14.2.2 Research personnel

Retaining staff is described as a challenge, often because of the geographical location of the institute. The group has no associated PhD students or early-career researchers, which is inconsistent with the ambition to nurture leading research in the field. Given the lack of information on group members other than those listed, it is not possible to comment on the group's overall gender and age balance, or its diversity in relation to other dimensions. All the five listed members are men aged 39–56, however. They come from a variety of national backgrounds.

14.2.3 Research production and scientific quality

There is considerable thematic overlap between the institutional and research group submissions.

Members of the group based at universities outside Norway include extremely prolific researchers at the forefront of the field of sustainable tourism. They have contributed significantly to advancing

research on the governance and politics of adaptation to climate change in this context, with particular emphasis on transport, and to keeping the need for more radical adaptation and mitigation policies on the scientific and policy agenda. The challenge of ensuring that scientific knowledge has a policy impact is the subject of one of the group's publications, although it does not specifically discuss tourism.

It is challenging to combine a focus on global scope and impact with originality, and the most significant contributions of this group's work are meta-analyses of existing research. Other publications have more emphasis on original empirical research and local engagement, and these are likely to be supplemented by output from a range of recent or ongoing research projects with Norwegian funding. Publications are consistently of very good quality. The academic impact of several of them would merit a higher grade, but the emphasis on overviews rather than original research points to a somewhat lower grade overall.

14.2.4 Networking

The group makes excellent strategic use of international collaboration to produce high-quality research. Its network is accurately described as truly global, with partners – in Canada, New Zealand, the Netherlands, the United Kingdom, Sweden, France and Australia – who include some of the leading figures in the field. No evidence was presented in the self-assessment of any national research collaboration by the group, but it was noted during the interviews that some work has been undertaken with cruise ship companies in the area.

14.2.5 Interplay between research and education

The research group as such does not contribute to teaching, although some of its internal members do so.

14.2.6 Societal relevance and impact

The research group reports successful take-up of press releases by prestigious international and Scandinavian media outlets. The research undertaken is of high societal relevance, both nationally and globally, but how far its implications are taken on board by policy bodies or industry stakeholders remains to be established.

14.2.7 Overall assessment

Researchers in this group include leading and very prolific figures in international research on sustainable tourism. They have published ground-breaking work with high academic impact, providing analytically powerful overviews of the existing global literature in respected international journals.

It is not clear from the evidence presented how closely integrated members of the group based outside Norway are with internal members, or how they contribute to stimulating broader improvements in the institutional research environment. Greater emphasis on the full range of projects carried out under the 'tourism' heading might improve the coherence of the group and help to address the reported lack of PhD students and postdoctoral researchers, and open up the prospect of more national networking.

Assessment of research group: 4 – very good

14.2.8 Feedback

- Promote greater integration between internal and external members of the research group.

- Increase the amount of original empirical research undertaken on sustainable tourism to complement the strengths of 'meta-analysis' of the field.
- Seek funding to support PhD students and young researchers and thereby improve the gender and age balance of the group.
- Consider documenting evidence of impact, not just dissemination, more systematically.

15 Overall assessment of geography in Norway

15.1 Profile, strengths and weaknesses

15.1.1 Following up earlier evaluations

Only about one-half of the institutions evaluated in SAMEVAL have taken part in previous evaluations of Geography in Norway, but they have been involved in other evaluations, for example of the environmental or social science research institutes.

There has been some limited follow-up by the participating institutions of recommendations arising from the 2011 Geography evaluation, but appropriately detailed responses to those recommendations are not particularly prominent in the reported institutional strategies.

The panel welcomes the changes that some institutions have made as a result of previous evaluations and it believes that they have had a positive effect both on the discipline and on the geographers' contributions to and connections within their broader institutions. They include, for example, strengthening the interdisciplinary aspects of the research undertaken, increasing research collaboration within Norway, and strengthening particular fields (such as research on Sámi issues and system dynamics).

Institutional restructuring at faculty level (affecting a range of departments) was reported by several of the units participating in this evaluation. These restructuring processes steal a lot of attention on a day-to-day basis and can distract from the wider issues raised in evaluation recommendations. Some of the institutions expressed concern about the consequences, while others sought to maintain a more positive attitude to the potential opportunities these ongoing changes offer Geography.

Most institutions report that they use evaluations positively, for example to sound out their relative strengths and weaknesses, but there is also evidence of a degree of evaluation fatigue and of scepticism about the benefits the process brings to the participating institutions.

15.1.2 Organisation, leadership and strategies

The assessment of the discipline of Geography in Norway revealed variation in the connections between institutions and the discipline of Geography. There is only one specific Human Geography unit, at the University of Oslo (UiO), and only two university-based Geography departments that combine Physical and Human Geography. Other universities and research institutes undertake geographical research in an interdisciplinary context, or with a specific focus on the environment, development and planning. Not all researchers participating in SAMEVAL are geographers by training, but they either publish in Geography journals or engage in research that can be called geographical. This wide range of organisational models is positive for an inherently 'interdisciplinary discipline' like Geography.

It is worth noting that the interviews with the institutions revealed that they are generally critical of the requirement of the SAMEVAL assessment that researchers and outputs must be divided into different disciplines. Many found it difficult to allocate researchers and outputs to specific disciplines, given the interdisciplinary context in which the work had been carried out.

There is a wide range of organisational models within the institutions. These models range from so-called 'flat' models, where there is no clear hierarchy between staff or strict rules for types of research, to more hierarchical and directed institutions.

15.1.3 Resources and infrastructure

In general, the research infrastructure seems to be of high quality. The panel had some difficulty assessing this, however, as the information in the self-assessment was rather limited. The type of infrastructure is moving towards large-scale interdisciplinary initiatives, such as cloud computing and big data centres, which reflects a developing concern about data-dense analytical approaches.

Most institutions are highly dependent on various types of RCN funding and, while they should of course continue to apply for such resources, more diverse sources of funding would be beneficial in relation to increasing the total resources available and to enabling RCN resources to be used as leverage supporting broader international collaboration. Consequently, most institutions are increasing their focus on applications to international sources such as the EU. In order to obtain such funding, it is necessary to intensify international collaboration, which can be highly beneficial in terms of enhancing scientific development and quality.

More problematically, the research institutes are highly dependent on short-term external funding, including commissioned work, which carries the risk of inhibiting their ability to undertake more basic research or to develop the theoretical aspects of their work. As these institutes consist of highly qualified and skilled researchers, increasing their share of longer-term funding would be of great scientific value.

15.1.4 Research personnel

The gender balance varies across institutions, but, overall, it is in keeping with the situation in other, comparable countries, and most institutions have strategies for improving the gender balance. Most of them also make provision for sabbaticals and encourage mobility, especially internationally. Institutions highlight the issue of attracting the best researchers and mention location as a key constraint. That goes in two directions. For the bigger cities, it is a question of competition for the best international researchers and of 'marketing' the attractive opportunities offered by academic life in Norwegian cities. For more remote locations, the problem is to attract and retain qualified applicants.

PhD programmes are important to ensure the next generation of researchers, but there are some differences between locations as regards the ability to attract competent students. The panel nonetheless finds that there are sufficient PhD positions – both those attached to research projects and those funded by universities – to sustain geographical expertise in Norway.

Recruitment traditions mostly follow a rather classical model, hiring mainly at senior level. Initiatives to help early career researchers to obtain a position that can become open-ended employment after a few years (a so called 'Tenure-track' model) are rare. In order to support young scholars and stimulate them to engage in scientific work, the creation of more such opportunities models could usefully be considered.

One way to ensure an influx of scientific inspiration is to hire researchers from other universities in Norway or abroad in part-time and time-limited positions as professors. Many institutions use this possibility, but in quite an uneven manner. In some cases, these short-term appointments lead to considerable collaboration in terms of joint publications and funding applications, whereas, in other

cases, the benefits of these positions for the institutions are less clear – see further comments in section 15.1.6.

Most universities describe high levels of core funding as an important factor if staff are to be retained. Research institutes have limited core funding, however, and high dependency on external funds. This makes them more vulnerable, although, overall, they seem to have good recruitment strategies and support for staff. Research institutes are private institutions and thus able to hire staff without following standard public recruitment procedures. This can be an issue in relation to promoting diversity in the workplace as there could be a tendency for recruitment to reinforce existing staff profiles.

15.1.5 Research production and scientific quality

Geographical research in Norway addresses a broad range of issues, with particular emphasis at present on the challenges presented by climate change and its impacts, and, to a somewhat lesser degree, on transnational migration. Generally, strong emphasis is placed on very good empirical work, with the geographical focus either on Norway (including an increasing focus on the Sámi regions) and the other Nordic countries, on the one hand, or countries in the global South, on the other (and surprisingly little in between).

Most institutions participating in this evaluation clearly seek to place their work in high-quality publication outlets and encourage the production of socially relevant research. The research considered by the panel is of a good to very good international standard. There are two or three research groups that come close to achieving international leadership in their specific research fields, but also a few that produce work of moderate standard that does not speak to a sense of strong intellectual drive and vigour.

Some research environments appear to rely too much on publication in edited volumes, which, while valuable, often have limited reach and take-up within the wider literature. Despite bibliometric evidence indicating that Human Geography research in Norway performs on a par with or even slightly above the OECD and Nordic norm, and marginally better than Norwegian social science overall, a lower than might be expected proportion of articles are published in leading international journals or in monographs published by major international book publishers.

On balance, the research outputs assessed are of high originality and offer valuable critical analysis. There is also, however, a noticeable presence of empirical studies which, although initially located within wider theoretical debates, discuss either a Norwegian case study or one from the global South without using their results to help advance those theoretical debates. In some cases, including some of the more highly cited outputs, the work offers a descriptive overview of existing literature in a field without contributing a significant analysis of that literature or seeking to develop critical thinking in the field in question.

Some institutions mentioned their ongoing commitment to publication in Norwegian, in part for funding requirement and public engagement reasons. The panel endorses the need for both types of publication strategy, and acknowledges that this dual obligation limits the time that can be dedicated to focusing on international publication.

15.1.6 Research cooperation and networking

Previous evaluations of Norwegian research in Geography have commented on the need for more networking at the national level, and most institutions participating in this evaluation have responded positively to these suggestions.

All participating institutions also report international collaboration, often to a significant extent. Staff sabbatical leave can be used to foster such collaboration in the universities, if not the research institutes. Submitted publications often feature several items from visiting international researchers employed on a temporary part-time contract (or even without such a status). It is not always clear, however, to what extent publications by these visiting researchers have been developed in conjunction with members of the host institution, or during the time the researcher has been engaged there, and their submitted publications sometimes make no mention of their affiliation. Moreover, it is not always clear to what extent such positions or arrangements have been employed strategically to stimulate the development of local research projects or to further international collaboration in future. Such visiting arrangements, encouraged by Norwegian funding models, work best when they are directly connected to specific research initiatives at the host institution.

15.1.7 Interplay between research and education

There is evidence of a good relationship between research and teaching at the universities. Some staff at the research institutes also teach at the universities. There is therefore evidence that the teaching of various aspects of Geography integrates research and education, and that there is some exchange between some of the research institutes and the universities. Some PhD students therefore have an opportunity to learn from the intellectual and conceptual training offered by universities while also benefiting from research and learning more about policy concerns at institutes.

University departments have clear regulations governing the ratios between teaching, research and administration. In principle, these regulations offer ways to ensure that staff are not weighed down by teaching and administrative duties. However, the integration and management of the relationship between research and teaching are not always handled in appropriate and effective ways for the benefit of both. There are also rules for partial buy-outs if researchers win large grants. These rules allow staff to participate in both teaching and research. The assessment also indicated, however, that the involvement of staff in research varied greatly between individuals and that some institutions (including both universities and research institutes) seemed to be dominated at times by one particular researcher's output.

Several institutions referred to the work of PhD students in their research profile, and even used them as examples of impact resulting from research. MSc students were also included in research at a limited number of institutions.

15.1.8 Societal relevance and impact

There is an uneven understanding of the meaning of impact in the institutions, including the processes that generate impact. Most institutions and research groups provided impact cases that mainly described their research in policy-relevant fields and used indicators of the dissemination of this research in order to demonstrate impact. These examples of dissemination included the number of publications in policy-relevant fields; the number of visits recorded to websites; or references to the work of an institution by consultants or newspapers etc. This approach to defining and demonstrating impact differs, however, from long-standing approaches to impact assessment in both academic and non-academic contexts, which define impact in terms of actual changes that have occurred as a result

of research, such as new policies or changes in social practices.

It was therefore difficult to assess impacts resulting from research because few of the impact case studies presented examples of actual changes, and to attribute changes to specific research activities and dissemination.

The panel acknowledges that commenting on impact was a new exercise for the institutions. Moreover, identifying clear cases of impact can also be a challenging process even for well-prepared institutions. A common approach is to identify outcomes such as observed social or policy changes, and then to find evidence to link these outcomes to an institution's outputs, such as publications, websites and research activities.

Nonetheless, there were a number of impact cases that provided evidence of impact – or at least very strong evidence of *potential* impact – and these are highlighted in Table 3. The panel has also recommended that measures be taken to increase the understanding and monitoring of impact resulting from geographical research.

Table 3 Examples of impact cases that provide clear evidence of impact (change) as a result of the research

<i>Institution</i>	<i>Impact case</i>	<i>Reason for selection</i>
University of Oslo Centre for Development and Environment	Norway withdraws from Tahoe Resources based on the Council of Ethics' concerns about a Guatemalan mine (Mining)	Provides clear evidence of how the research influenced investment decisions in a mining area in Guatemala
University of Agder Faculty of Social Sciences	Sustainable innovation in the public sector – New models of cooperation for sustainable governance and value creation in a regional park in Agder (BIOSREG)	The research activities were part of the planning process and thus had a significant influence on the project, even though the final impact is difficult to assess because the project is still running.
Norwegian University of Science and Technology Faculty of Social and Educational Sciences	Action research conducted with informal settlement groups and their partners in Malawi (ActMalawi)	The case clearly shows how radio debates and workshops that were part of the research led politicians and others to take action and implement change.
Norwegian University of Life Sciences Faculty of Social Science/ Faculty of Landscape and Society Research group: Political Ecology	The Economics and Land-Use Conflicts of Reindeer Herding in Finnmark: Exploring the Alternatives (Dávvgas)	The research was mentioned in a white paper by the Sámi Parliament and was used as evidence in a court case brought by a reindeer herder against the Ministry of Agriculture and Food for requiring him to reduce his herd. Such legal outcomes can create precedence for similar cases.
University of Oslo Faculty of Social Sciences Research group: Urban Transformation	Socio-cultural place analysis (SoPlace)	This analytical guide has been used more than 100 times in municipalities, and it is recommended by the Norwegian State Housing Bank, the Norwegian Directorate of Health and the Norwegian Public Roads Administration.

Western Norway Research Institute	Local climate change adaptation	Research on climate change adaptation at Western Norway Research Institute has been used to advise authorities and private enterprise, for example on vulnerable infrastructure. One example is an industrial area where the ground level was raised to protect against rising sea levels.
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15.2 Overall Feedback

15.2.1 Feedback to the institutions

- Institutions can enhance their ability to generate influential and visible geographical research by engaging more critically with theoretical and conceptual frameworks and publishing in high visibility journals.
- This objective can, in turn, mean that institutions should consider how they use their research to engage with theoretical and conceptual frameworks: for example, using research done in Norway or elsewhere in order to engage with and advance these frameworks, rather than using their research as an opportunity to illustrate these frameworks.
- At the same time, some institutions could usefully focus more on publishing papers in highly cited and refereed international journals that are often read by international users, rather than publishing in journals that are not so widely read, or in edited books that are even less visible. One option here might be to consider whether it is possible to publish the same core research in different forms in both edited books and journals to make the research more visible and ensure that it is used by different types of users.
- Similarly, institutions should be encouraged to continue to publish in Norwegian and other languages to maximise the impact of the research and the diversity of users.
- In terms of research themes, the assessment highlighted the prominence of research on climate change and migration. There is a risk that the generational shift among academics could lead to increasing neglect of other important social issues that have been addressed by other strands of human geography or environmental research (such as social and cultural geography, or research related to other social and economic challenges).
- Institutions can also experiment more with new recruitment strategies that can nurture early-career researchers within an organisation. An example could be ‘tenure-track’ positions as they are implemented elsewhere in Scandinavia.
- A further option might be to consider means of achieving more diversified funding for longer-term and more impactful research, for example from the EU.
- There is a need to ensure that clearer and stronger requirements apply to temporary staff, such as part-time employment of professors from other institutions, in order for them to contribute to research environments. At the same time, however, there is also a need for these professors to credit Norwegian institutions when publishing.
- It is also necessary to clarify and build capacity for monitoring impacts of research. This requires a more general understanding of impacts in terms of intended outcomes, rather than outputs such as dissemination. Similarly, it is necessary to generate and document evidence of societal or political impact, and to find ways to attribute outcomes to the research outputs and activities of institutions in ways that are transparent and justified. Monitoring and demonstrating impact is not

always a requirement for Norwegian funding, but it is central to the EU Societal Challenges funding and also important in relation to justifying research.

- However, the need to demonstrate impact should not exclude a focus on basic research that may not have any obvious impact pathways, and that might be linked to more policy-relevant research in the institutional planning context.

15.2.2 Feedback to the Research Council of Norway and the Ministry of Education and Research

- The Ministry should note that geography contributes to the Long-term plan for research and higher education in: climate change, energy (e.g. transmission lines), and marine and maritime concerns.
- In recent years, the institutions evaluated under geography had contributed in particular to the analysis of challenges posed by climate change and migration, although not as prominently in many other parts of human and cultural geography.
- Different types of institutions had different priorities for funding, which sometimes impacted on research training and capacity. For example, research institutions frequently received funding for shorter-term, policy-relevant research, but without longer-term engagement with theoretical or conceptual frameworks. Facilitating more diverse forms of funding might change this focus. Seeking more collaboration between universities and research institutions on research and the involvement (or training) of PhD students might also result in greater mutual learning and shared capacity building between universities and research institutions.
- The Ministry and the RCN could also consider using diversity monitoring systems, such as Athena SWAN, to monitor and encourage greater equality and mobility in recruitment and career development (see also Western Norway Research Institute's involvement in Nordic Centre of Excellence beyond the Gender Paradox).

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Appendices

Appendix A: Terms of reference

Evaluation of research in the social sciences in Norway 2016 - 2018

Terms of reference

The Research Council of Norway has been charged by the Ministry of Education and Research with the responsibility for performing evaluations of research. The Division for Science has decided to evaluate research activities in the social sciences in Norwegian universities, university colleges and relevant research institutes.

The objective of the evaluation

The objective of the evaluation is to review the overall state-of-the-art of research in the social sciences in Norway, focusing primarily on the situation in universities, university colleges and relevant research institutes. The evaluation will also take into consideration knowledge exchange and the societal impact of the research performed. For the higher education institutions, the interplay of research and education will be assessed. The conclusions of the evaluation will provide greater knowledge about the present state of social science research, and form the basis for recommendations on the future development of research within the various fields of the social sciences in Norway.

For the institutions evaluated, the evaluation is expected to provide insight, advice and recommendations that can be used to enhance their own research standards, taking into account the different roles and purposes for universities, university colleges and research institutes. For the Research Council, the evaluation will help to expand the knowledge base used to develop funding instruments and provide input on research policy to the Norwegian Government.

The evaluation is expected to:

- Review the scientific quality of the research within the social sciences in an international context;
- Provide a critical review of the strengths and weaknesses of the fields of research nationally, at the institutional level and for a number of designated research groups;
- Investigate the relevance and social impact of social sciences research in Norway in general and in particular its potential to address targeted societal challenges as defined in the Norwegian Government's Long-term plan for research and higher education;
- Assess the role of organizational strategies and leadership in promoting the quality of research, education and knowledge exchange;
- Assess the extent to which previous evaluations have been used by the institutions in their strategic planning;
- Investigate the extent of interdisciplinary research at the institutions and in the research groups;
- Identify the research groups that have achieved a high international level in their research;
- Review the role of the Research Council in funding research activities in the social sciences.

Organisation and methods

The evaluation will be carried out by an international evaluation committee consisting of seven panels. Each panel will carry out the evaluation in its field of expertise.

Panel 1	Geography
Panel 2	Economics
Panel 3	Political science
Panel 4	Sociology
Panel 5	Social anthropology
Panel 6	Economic-administrative research
Panel 7	Educational research ³¹

The panels will base their evaluations on self-assessments provided by the research institutions and a bibliometric analysis, as well as on interviews and presentations given in meetings with the involved faculties/departments and the social science research institutes. The self-assessments from the institutions will include factual information about the organisation, its resources and strategic plans, national and international research collaboration, dissemination and societal impact of the research, as well as education activities.

For a selected number of *research groups* the institutions will also provide CVs and publication lists for the group's members, a description of the scientific objectives and organisation of the group as well as a digital copy in full text of one scientific article or book chapter for each group member affiliated with a Norwegian research organisation. The Research Council will provide data on its funding of social sciences research and supplementary information on the societal impact of the social sciences in Norway.

The panels are requested to present their findings in written reports. Preliminary reports will be sent to the institutions included in the evaluation in order to check the accuracy of the factual information. The evaluation committee's final reports will be submitted to the Board of the Division for Science for final approval.

The principal evaluation committee will consist of the chairs of each panel.

Tasks of the evaluation panels

The panels are requested to:

- Evaluate research activities with respect to scientific quality and impact.
- Evaluate the societal impact of the evaluated research activities.
- Evaluate how research activities are organised and managed.
- Evaluate the interplay of research and education activities in the higher education institutions and ensure coordination with the evaluation on education quality.
- Give specific recommendations for the future development of research activities.

³¹ The evaluation of educational research is organized in a separate evaluation process using the same methods and evaluation data as the other panels. Whereas the evaluation of social science research is organized under the Division for Science, the evaluation of educational research is organized under the Division for Society and Health and its result will be reported to that board. At the same time the evaluation of educational research will be considered as a panel under the evaluation of social science research and thus be included in the report of the principal committee to the board of the Division for Science* *This decision was altered during the process, and the evaluation of Norwegian education research was launched as a separate report in March 2018: ISBN 978-82-12-03674-1 (pdf).

Aspects to be addressed in the panel reports:

The following mandatory aspects must be addressed. The panels are free to include other questions/aspects they consider valuable to the evaluation.

1. National level

- Strengths and weaknesses of Norwegian social sciences research in an international context;
- Research cooperation nationally and internationally;
- The scientific and societal impact of the research, including relevance for societal challenges identified in the Norwegian Government's Long-term plan for research and higher education;
- Cooperation with other sectors of society (e.g. private and public sector);
- General resource situation regarding funding and infrastructure;
- Human resources, gender balance and mobility.

2. Institutional level

- Organisation, research leadership and strategy, including follow up of recommendations given in previous evaluations;
- Resource situation, such as funding, staffing, infrastructure and the balance between resources and research activities;
- The scientific quality of research within the disciplines included in each panel;
- Facilitation of scientific quality, e.g. publication strategies, focus areas of research, national and international research collaboration;
- Training, mobility and career paths, e.g. policies for recruitment, mobility, career paths as well as gender and age balance in academic positions;
- Research collaboration and facilitation of collaboration and networking activities at the national and international level;
- Collaboration and contacts beyond academia, including strategies for dissemination of the research, examples of impact and the social relevance of the research;
- The interplay of research and education activities in the higher education institutions, including strategies to enhance it.

3. Research groups

- Organisation, research disciplines and competence of members;
- Research activities, scientific quality and production. The scientific quality of the research groups should be assessed according to a 5-point scale;
- Training, mobility and career path of researchers;
- Research collaboration and networking activities at the national and international level;
- Use of research infrastructure;
- Knowledge exchange and societal impact of the group's research, value added to partners outside of academia;
- If relevant, the groups' contribution to education activities.

Tasks of the principal evaluation committee

The committee is requested to compile a summary report based on the findings, assessments and recommendations of the panels. This report should offer an overall assessment of the state of the research evaluated. The report should also offer a set of overall recommendations concerning the future development of research in the social sciences.

The committee is requested to:

- Summarise the overall scientific quality and relevance of the research in the social sciences in Norway. Identify which research areas have a particularly strong scientific and societal impact in a national and international context, and which are particularly weak.
- Summarise general assessments related to structural issues such as institutional and national strategies, the institutional landscape, research infrastructure, recruitment and mobility.
- Summarise how the research institutions and the Research Council have followed up previous evaluations.
- Provide assessments and recommendations at the institutional level, taking into account the different roles and purposes for the universities, university colleges and research institutes.
- Provide assessments and recommendations at the national level, including the role of the Research Council in funding research activities in the social sciences.

The committee's conclusions should lead to a set of recommendations for the future development of research in the social sciences in Norway, providing advice to the research institutions, the Research Council and the Ministry of Education and Research.

Appendix B: Overview of participating institutions, number of researchers and research groups

<i>Institution</i>	<i>No. of researchers</i>	<i>No. of research groups</i>	<i>Participating in panel*</i>
Bergen University College	20	1	6
BI Norwegian business school	153	3	2 and 6
CICERO Center for International Climate and Environmental Research	27	1	1, 2 and 3
CMI Chr. Michelsen Institute	59	2	2, 3 and 5
Fafo Institute for Labour and Social Research	58	3	3, 4 and 5
Fridtjof Nansen Institute	29	2	3
Frisch Centre	37	2	2
Hedmark University of Applied Sciences	32	-	4 and 6
Institute for Social Research	45	4	2, 3 and 4
IRIS International Research Institute of Stavanger	28	-	3, 4 and 6
Lillehammer University College	52	2	3, 4 and 6
Molde University College	30	2	6
NHH Norwegian School of Economics	287	11	2 and 6
NINA Norwegian Institute for Nature Research	25	-	1, 2 and 4
NIPH Norwegian Institute of Public Health	19	-	3
Nord University, Business school	76	3	4
Nord University, Faculty of Social Sciences	63	3	2 and 6
Nordland Research Institute	31	3	1, 4, 5 and 6
Norwegian Institute for Defence Studies	21	1	3
Norwegian University of Life Sciences, Faculty of Social Science/ Faculty of Landscape and Society	54	4	1, 2, 3 and 5
Norwegian University of Life Sciences, School of Economics and Business	57	4	2 and 6
Norwegian University of Science and Technology, Faculty of Economics and Management	179	2	2 and 6

<i>Institution</i>	<i>No. of researchers</i>	<i>No. of research groups</i>	<i>Participating in panel*</i>
Norwegian University of Science and Technology, Faculty of Social Sciences and Technology Management	129	7	1, 3, 4 and 5
Norwegian University of Sport and Physical Education	21	2	4 and 6
NUPI Norwegian Institute of International Affairs	38	2	2 and 3
Oslo and Akershus University College, Centre for Welfare and Labour Research	172	8	3, 4 and 5
Oslo and Akershus University College, Faculty of Social Sciences	77	3	3, 4 and 6
PRIO Peace Research Institute in Oslo	35	3	1 and 3
TØI Institute of Transport Economics	23	1	4 and 6
Uni Research Rokkan Centre	28	4	2, 3 and 4
University College of Southeast Norway	48	3	4 and 6
University of Agder, Faculty of Social Sciences	93	5	1, 3, 4 and 6
University of Agder, School of Business and Law	62	-	2 and 6
University of Bergen	215	12	1, 2, 3, 4 and 5
University of Oslo, Centre for Development and the Environment	21	3	1, 3 and 5
University of Oslo, Faculty of Law	16	-	3 and 4
University of Oslo, Faculty of Social Sciences	306	13	1, 2, 3, 4, 5 and 6
University of Stavanger	172	7	4, 4 and 6
University of Tromsø, Faculty of Biosciences, Fisheries	76	2	2, 4 and 6
University of Tromsø, Faculty of Humanities, Social Sciences and Education	58	4	1, 2, 3 and 5
VID Specialized University	26	3	4 and 5
Western Norway Research Institute	7	1	1
42 units	3005 researchers	136 research groups	

*** Panels:**

1= Geography

2= Economics

3= Political Science

4 = Sociology

5 = Social Anthropology

6 = Economic-Administrative Research Area

Appendix C: Institutional self-assessment, level 1 and level 2

Institutional self-assessment - Guidelines

The self-assessment form consists of two levels:

1. The research institution
2. The research discipline(s) corresponding to the panel

In this evaluation, the term 'research institution' refers to either an independent research institution/research institute or to the faculty-level of a higher education institution. The research institution is responsible for the self-assessment at both level 1 and 2.

For each panel, the self-assessment should include information on both the research institution (level 1) and the relevant research discipline(s) (level 2) participating in the evaluation. Level 2 will in several cases cut across organisational units, but the rationale is to highlight each discipline corresponding to the panel.

List of panels:

Submitting the self-assessments

Panel 1	Geography
Panel 2	Economics
Panel 3	Political science
Panel 4	Sociology
Panel 5	Social anthropology
Panel 6	Economic-administrative research

The self-assessments, including all attachments, should be submitted as an editable pdf-document by e-mail to sameval@forskningsradet.no no later than **10. March 2017**.

Please write in English and avoid using abbreviations or acronyms that are not standard.

Format of the pdf-document

Documents should use Times New Roman 12-points font size and be structured as follows – with all the attachments after the Self-assessment form:

Front page with the name of the research institution	
List of contents	Use the chapter titles indicated in the outline on p. 2-4 of these guidelines
Self-assessment research institution (level 1)	<ul style="list-style-type: none"> • Self-assessment form level 1 • Fact sheet including organisational map and list of funding sources • SWOT analysis
Self-assessment research discipline/panel (level 2)	<ul style="list-style-type: none"> • Self-assessment form level 2 • Form 1: Number of positions that have been announced during the past three years and the number of qualified applicants • Form 2: Audience of scientific publications • Excel-file: Overview of study programmes • Form 3: Research matching the priorities in the Norwegian Government's <u>Long-Term Plan for Research and Higher Education</u> and other relevant policy documents • List of 10 most important publications • List of 10 most important dissemination and knowledge exchange results
The societal impact of the research – case studies (level 2)	<ul style="list-style-type: none"> • List of cases studies attached in separate pdf-documents • The names of the case study documents should be in the following format: SAMEVAL[institution]-[research discipline/panel]-case[number or short name]

Self-assessment level 1

1. The Research institution (indicative number of pages)

1.1 Organisation & strategy (3 pages)

- a. Describe how the research institution is organised by 01.01.2017 (refer to organisational map in the **fact sheet**). If relevant, you may expand on recent organisational changes in a separate item (see item 1.2)
- b. Describe briefly the governing structure of the institution, focusing on the delegation of responsibilities for research, knowledge exchange and, if relevant, education, within the organisation.
- c. Present briefly the institution's strategic aims for the next 5-10 years. Include current prioritised research areas.
- d. Describe current strategies for national and international research collaboration, as well as for collaboration with non-academic partners (private, public or 'third' sector).
- e. For those who have been evaluated by the RCN within the last 15 years: Describe how the evaluations have been followed up by the institution. Institutions may refer to previous reporting to the RCN where relevant.
- f. Give a **SWOT analysis** (Strengths, Weaknesses, Opportunities and Threats) of the institution using the enclosed template.

1.2 Organisational changes, if relevant (1 page)

Describe recent organisational changes, or planned reorganisations, and the reasons for these changes. Implications of ongoing merging-processes for organisation, governing structures and strategic aims should be described.

1.3 Resources & infrastructure (1 page)

- a. Give an overview of the resources of the institution by filling in the enclosed **fact sheet**.
- b. Describe major research infrastructures (such as databases, archives, laboratories and scientific collections) at the research institution, detailing any important upgrades over the past 5-10 years and/or new equipment needs. Refer to [Norway's national strategy for research infrastructure 2012-2017](#) where relevant.

1.4 Gender, mobility and career paths (1 page)

- a. Describe the research institution's policy for gender equality, and how this is followed up.
- b. Describe the institution's policy for mobility and career paths. Include to what extent researchers are recruited from other Norwegian and/or international institutions. Where relevant, please describe policies for international collaboration and career planning for PhD-students and postdocs.

- c. Has the institution implemented the European Charter & Code and been awarded the brand "HR Excellence in Research", or will the European Charter & Code be implemented soon? If not, please elaborate on the reason for this.

Self-assessment level 2

2. Research discipline(s) corresponding to the panel

2.1 Employment (2 pages)

- a. Please describe plans for recruitment within the research discipline.
- b. Give an overview in **Form 1** of the number of positions that have been announced within the research discipline during the past three years (2014-2016) and the number of qualified applicants (all levels). Include to what extent researchers are recruited from other institutions in Norway or internationally.
- c. If relevant, please describe how the PhD training is organized and to what degree PhD students are included in larger projects within the research discipline.
- d. Indicate the normal distribution of time between research, teaching and other activities (administrative tasks, project acquisition etc.) for all academic positions and policies for redistribution of tasks between staff.
- e. If relevant, describe the policy for research leave/sabbatical leave for academic staff.

2.2 Scientific quality (3 pages)

- a. Give a brief overview of the research activities and research groups within the research discipline. Please provide details of the most important contributions to the larger research community over the last 5-10 years. Please include a list of the most important publications resulting from the research in this period (maximum ten publications).
- b. Describe strategies for research development within the discipline, including strategies for scientific publications.
- c. Please estimate the primary audience of your scientific publications in **Form 2**.
- d. Please describe the significance of external research funding to the development of scientific quality within the research discipline.

2.3 Gender perspectives (1 page)

- a. Describe the extent to which gender perspectives are integrated in the research within the discipline, providing examples of relevant projects and/or publications.
- b. Please identify a contact person for forthcoming mapping of gender research in Norway.

2.4 If relevant: Interplay between research and education (1 page)

- a. Indicate the linkages between the research within the panels of the evaluation and the study programmes offered by the institution. Use the enclosed **excel file** to indicate the study programmes based on the teaching activities of the researchers to be evaluated by the panel. If applicable, list research groups that are linked with the study programmes.
- b. To what extent are students involved in staff research? Describe how and on what levels.
- c. Indicate the main challenges for optimizing the interplay of education and research within the discipline and the measures taken to meet these challenges.

2.5 Societal relevance (2 pages)

- a. Please indicate the relevance of the research within the discipline for the thematic priorities set out in Norwegian Government's Long-Term Plan for Research and Higher Education or list other relevant policy documents in **Form 3**.
- b. Describe strategies for dissemination, user-involvement and knowledge exchange, identifying any particular obstacles to achieving these aims within the discipline.
- c. Please provide a list of ten important examples of dissemination/knowledge exchange activities of the research unit from the last 5-10 years.

2.6 Impact case studies

The institution is invited to document examples (cases) of the impact of their research beyond academia, according to the definitions provided in the attached form.

Please note the following requirements for reporting impact:

- a. The research underpinning the impact cases should be anchored within the research institution.
- b. Both the research and the impact should have been produced within the last 10 – 15 years. Priority should be given to more recent examples. Special circumstances may allow for extending the given time interval when necessary to explain longer research traditions relevant to the reported impact. In such cases, great importance should be attached to documenting tangible impacts within the time frame provided.
- c. Each research institution is invited to submit one case per research discipline. If desired, the institution may submit further cases for evaluation, limited upwards to one case per ten researchers participating on one panel.

2.7 Other information

Include any other information that you consider relevant for this evaluation.

Attachments

- Fact sheet, including organisational map and list of funding sources
- SWOT analysis
- Form 1: Number of positions that have been announced during the past three years and the number of qualified applicants.
- Form 2: Audience of the results of scientific publications
- Form 3: Research matching the priorities in the Norwegian Government's Long-Term Plan for Research and Higher Education and list of other relevant policy documents
- List of 10 most important publications
- List of 10 most important dissemination and knowledge exchange results
- Template for case studies: The societal impact of the research

Excel-file: Overview of study programmes

FACT SHEET (level 1)

1. Research institution:

⇒ **Organisation Chart** (to be attached)

Table 1: R&D expenditures and sources of funding (1000 NOK)

Type of expenditures	2014	2015	2016
Research personnel (salaries including social costs)			
Other personnel (salaries including social costs)			
Other running costs			
Total expenditures			
Types of funding			
Core funding from the Norwegian government			
External funding from RCN			
External funding from other public Norwegian sources			
External funding from other private Norwegian sources			
External funding from the EU			
External funding from other international public sources			
External funding from other international private sources			
External funding as % of total expenditures			

⇒ Please specify **main funding sources** (funders & programmes) in an attachment

Table 2: Number of PhDs graduated at the institution per year

	2014		2015		2016		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
<i>PhDs graduated within:</i>								
Panel 1 Geography								
Panel 2 Economics								
Panel 3 Political science								
Panel 4 Sociology								
Panel 5 Social anthropology								
Panel 6 Economic-administrative research								
Total								

2. SWOT analysis

Research institution:

Give a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the institution.

Factors related to the organisation of research, available resources for research and the research activities themselves may be included.

STRENGTHS		WEAKNESSES	
Organisation			Organisation
Resources			Resources
Research			Research
Organisation			Organisation
Resources			Resources
Research			Research
OPPORTUNITIES		THREATS	

Form 1 Number of positions that have been announced during the past three year (2014-2016) and the number of *qualified* applicants (all levels).

	2014		2015		2016	
Position	Announced	Applicants	Announced	Applicants	Announced	Applicants
Ph.D.						
Post.doc						
Permanent positions						

Form 2 Roughly estimate which audience the results of your scientific* publications primarily are intended for (in percentage)

The total of all categories should amount to 100%

The evaluation panel will use this as background information to interpret publication citation data for the institution.

	Within the academic discipline(s)	Beneficiaries outside the academic community
National audience	X%	X%
International audience	X%	X%

* Limited to peer reviewed publications according to the definition in CRISTin.

Form 3 Long –Term Plan for Research and Higher Education

In the Long-term plan (LTP) for research and higher education 2015–2024, the Norwegian government has identified six long-term priority areas:

1. Seas and oceans;
2. Climate, environment and clean energy;
3. Public sector renewal, better and more effective welfare, health and care services;
4. Enabling technologies;
5. Innovative and adaptable industry;
6. World-leading academic groups.

Please use **table 3** to list the most relevant active research projects addressing one or more of these priority areas. (The table can be expanded if necessary):

Table 3: Research projects addressing priority areas of the LTP

Institution	Panel	Priority area of the Long-term plan for research and higher education	Research project (please include title of project, size in terms of researchers and budget, time frame)

Please list other policy documents with strategic relevance for your research – if applicable:

- 1.
- 2.
- 3.
- 4.
- 5.

List of 10 most important publications the last 5-10 years

Use Times New Roman 11-points font size for this list.

The research institution may submit publications from individual researchers as part of the self-assessment. Reference to the submitted publications should be made under the description of the relevant research discipline in the self-assessment (paragraph 2.2 Scientific quality).

Publications to be submitted <i>Please provide full reference including DOI or URL for openly accessible publications*</i>	DOI, URL or filename	Indicate pages to be read (if applicable)**
1.		
2		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

*) Publications that are not openly accessible should be attached as a PDF-file.

) For monographs and other publications **exceeding 30 pages the main ideas and findings of the publication should be indicated. The selected chapter(s) should not exceed 50 pages.

List of 10 most important dissemination and knowledge exchange results the last 5-10 years

Use Times New Roman 11-points font size for this list

Specific guidelines: Results of dissemination and knowledge exchange activities directed towards the public or different user-groups. This could be popular science publications, grey literature, books or articles, reports, contributions to media, products or information material.

<i>Title</i>	<i>Category*</i>	<i>Reference of sources</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

*Use categories for registration in CRISTin

The societal impact of the research – template for case studies³²

Guidelines

The impact of the research is defined as any effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment and quality of life, beyond academia. Impact includes, but is not limited to, an effect on, change or benefit to:

- the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
- of an audience, beneficiary, community, constituency, organisation or individuals
- in any geographic location whether locally, regionally, nationally or internationally.

Effects on other research or effects within the submitting institution (for instance the effects on teaching within the institution) are not to be reported as impact cases.

How to report and submit impact-cases?

Use the template on the next page to report the impact. Please copy the form for the submission of more than one impact case, so that only one case is reported per form.

- ⇒ Each case-study should be clearly named and saved in a separate pdf-file and attached to the self-assessment for the appropriate panel.
- ⇒ The name of the file for each case study should be as follows:
SAMEVAL [institution]-[number of research panel]-[short case name]

³² The following is inspired by the 2014 evaluation of research in UK higher education institutions (the Research Excellence Framework REF, see www.ref.ac.uk).

Template for case studies: The societal impact of the research

Institution:
Research discipline/panel:
Case number or short name (max 10 characters):
Name of impact case:
Summary of the impact (maximum 100 words)
Description of the research underpinning the impact: (maximum 400 words.) (Include names of key researchers and, if relevant, research groups. A time frame for when the research was carried out should also be included).
Details of the impact (maximum 400 words) (Include a description of how the research has contributed to the impact on society).
References to the research (scientific publications)
References to sources to corroborate the claims made about the impact (publications, reports, media items, policy papers, etc.)
If relevant: External references (external users or others who have witnessed the impact and could be contacted to corroborate the claims made in the reported research cases).

Appendix D: Innmelding av forskergrupper

SAMEVAL Innmelding av forskergrupper

Veiledning til institusjonene desember 2016

Institusjoner som har meldt inn forskere til evalueringen av norsk samfunnsvitenskapelig forskning har mulighet til å melde inn forskergrupper til evalueringen. Forskergruppene vil bli gjenstand for en nærmere vurdering av internasjonale fageksperter.

1.1 Kriterier for innmelding av forskergrupper:

Forskergrupper kan meldes inn dersom de oppfyller følgende kriterier:

Kriterier	Beskrivelse
Forskning på høyt internasjonalt nivå	Dokumentert gjennom publikasjoner i sentrale internasjonale publiseringskanaler. En eller flere av gruppens medlemmer kan de siste 5 år eksempelvis ha: <ul style="list-style-type: none">- vært invitert foredragsholder (key note) på internasjonale konferanser- hatt gjesteforskeropphold i utlandet- hatt oppgaver som fagfelle i vurdering av publikasjoner, forskningsprosjekter eller andre faglige verv utenfor Norge- vært leder av eksternt finansiert prosjekt- deltatt i internasjonalt forskningssamarbeid (f.eks. dokumentert gjennom prosjektsamarbeid, sampublisering, eller deltakelse i redaksjoner eller faglige komiteer utenfor Norge)
Minst 5 medlemmer	<ul style="list-style-type: none">- 3 av 5 medlemmer må være ansatt ved institusjonen som melder inn gruppen og minst 2 av disse må være fast vitenskapelige ansatte- 2 eller flere medlemmer kan være ansatt ved andre nasjonale eller internasjonale institusjoner dersom forrige kriterium er oppfylt
Ha en organisering og et formål som lar seg beskrive i egevalueringsskjemaet	Se vedlagte egevalueringsskjema (self assessment) for forskergrupper
Er innmeldt i CRISTin	Forskergrupper skal meldes inn ved å opprette en forskergruppe i CRISTin. Se vedlagte veiledning.

Begrensinger for innmelding av forskergrupper:

- Hver institusjon har mulighet til å melde inn **én forskergruppe per panel**.
- Institusjoner som har meldt inn 20 eller flere vitenskapelig ansatte til evalueringen har samtidig mulighet til å melde inn **én ekstra gruppe per 20 vitenskapelig ansatte**.
- Forskere kan bare meldes inn til én forskergruppe i denne evalueringen, men deltakelse i flere forskergrupper kan synliggjøres i skjemaet "Research group members and financing".

- Institusjoner som melder inn en forskergruppe kan synliggjøre samarbeid med forskere ved andre institusjoner ved å legge dem til i skjemaet "Research group members and financing". Dette kan gjøres gjensidig slik at forskere som telles ved den ene institusjonen ikke teller ved den andre.

1.3 Dokumentasjon av forskergruppene

Institusjonene skal levere inn følgende dokument (på engelsk) per gruppe:

Dokumenter	Innhold:	Navngivning av fil:
Research group members and financing	<p>Excel fil hvor følgende fire arkfaner skal fylles inn:</p> <p>Research group overview Listed members Other members Funding</p> <p>Research group overview:</p> <ul style="list-style-type: none"> - Navn på institusjon som melder inn gruppen - Navn på gruppe: Samsvarer med navn i CRISTin - URL til registrert forskergruppe i CRISTin. - Navn på gruppeleder. <p>Listed members:</p> <ul style="list-style-type: none"> - Navn på innmeldte medlemmer med opplysning om stilling, forskningstid i gruppe, institusjon, alder, kjønn, PhD-givende institusjon - Tittel på publikasjoner med referanse til innsendt PDF eller en Open Access lenke, type publikasjon og sidehenvisning. <p>Other members:</p> <ul style="list-style-type: none"> - Medlemmer som er meldt inn til andre forskergrupper i SAMEVAL ved egen institusjon eller ved andre institusjoner. - Medlemmer som er meldt inn til evalueringen av humanistisk forskning (HUMEVAL) eller utdanningsforskning (UTDEVAL). - Medlemmer fra Norge som ikke er innmeldt til noen av evalueringene. - Medlemmer fra utlandet. 	1. Research group members and financing.xlsx

	Funding: Oversikt over eksterne finansieringskilder. Beløpene som oppgis skal være et anslag basert på aktivitetsnivå 2012-2016.	
2. Self-assessment	Se vedlagte mal. Punkt 1.1-1.5 og punkt 1.7 skal fylles ut.	2. Self assessment.pdf
3. Societal impact	Forskergruppene inviteres til å dokumentere eksempel på forskningens samfunnsbidrag. Eksempelet skal hentes fra forskningsgruppens aktiviteter og være i kjernen av gruppens faglige virksomhet.	3. Impact case study.pdf
4. Curriculum vitae	Se vedlagte mal. Det skal leveres ett skjema per gruppemedlem (dette gjelder alle gruppemedlemmer og ikke bare innmeldte medlemmer).	4. Curriculum vitae [etternavn].pdf
5. Publikasjoner	- Medlemmer som er meldt inn til evalueringen kan levere én vitenskapelig publikasjon i fulltekst. - Dersom publikasjonen overskrider 50 sider, skal man i dokumentet "researcher group members and financing" indikere hvilke sider som vektlegges (max 50). - En digital kopi av publikasjonen legges ved i PDF-format. Alternativt legges det ved lenke til vitenskapelige arbeid som er åpent tilgjengelig (Open Access). NB! Enkelte publikasjoner kan fremstå som fritt tilgjengelige ved den enkelte institusjon uten å være det (betalt abonnement).	5. Publication [etternavn].pdf

1.4 Innlevering

Fristen for innmelding av forskergrupper og innsending av dokumentasjon er satt til **fredag 10. februar 2017**.

Informasjon om forskergruppene skal sendes inn til Forskningsrådet på e-postadressen sameval@forskningsradet.no på følgende måte:

- 1) Det skal sendes én e-post per forskergruppe som inkluderer alle vedlegg for gruppen.
- 2) Med unntak av "research group and financing" (Excel-format) skal alle vedlegg være i PDF-format (maskinlesbar og ikke skannet versjon).
- 3) Tittel på e-posten skal være som følger:
SAMEVAL [navn på institusjon]-[navn på forskergruppe]

NB! Store forsendelser kan med fordel deles inn i flere e-poster, eller sendes ved hjelp av [UNINETT FileSender](#).

1.5 Kontaktpersoner i Forskningsrådet

Seniorrådgiver Heidi Dybesland, sameval@forskningsradet.no, telefon 22037142

Seniorrådgiver Hedvig Buene, sameval@forskningsradet.no, telefon 22037242

Seniorkonsulent Helene Sophie Aanerud, sameval@forskningsradet.no, telefon 22037547

Vedlegg:

- SAMEVAL **Research group members and financing (excel file)**
- SAMEVAL **Research group self-assessment**
- SAMEVAL **Research group - Impact case study (optional)**
- SAMEVAL **CV mal**
- SAMEVAL **Bruerveiledning for registrering i CRISStin**

Appendix E: Research group self-assessment

Research group self-assessment

Maximum 5 pages pr. group.

1.1 Organisation, leadership, strategy and resources

- a. Please give a brief account of the establishment and the development of the research group.
- b. Please describe the leadership and organisation of the research group.
- c. Please describe the scientific goals of the research group and the strategy for scientific publication and knowledge exchange, including cooperation with non-academic partners.
- d. Please describe how the research group contributes to the strategic goals of the host institution.
- e. To what extent does the research group incorporate external funding as a factor in its strategic planning? And, if relevant: please comment briefly on the support from the host institution in the development and running of externally funded projects.
- f. To what extent does the host institution assist the research group in providing relevant research infrastructure, such as databases, scientific collections or experimental facilities?

1.2 Research profile and quality

- a. Please describe the research activities and the research profile of the group.
- b. Please describe how the research group has contributed to the development of the state of the art within its field. Examples of contributions may include (but are not limited to) theoretical and methodological developments, new empirical findings, interdisciplinary developments and production of datasets.

1.3 Recruitment and training

- a. How does the research group contribute to recruitment and career development for temporary or permanently employed academic staff/researchers?
- b. Please describe how PhD-students and postdoctoral fellows are recruited to the research group, nationally or internationally.
- c. What is the group's contribution to the training and mentoring of PhD-students and postdoctoral fellows?
- d. Please describe the extent to which PhD students and postdoctoral fellows participate in international exchange programmes (including time spent at research institutions abroad).
- e. To what extent do PhD-students take part in collaboration with partners outside of academia?

1.4 Networking

- a. Please describe how the research group engages in research collaboration.

Collaboration may include (but is not limited to) cooperation across faculty divisions, across institutions, with partners outside of academia or international cooperation.

1.5 Impact on teaching (if relevant)

- a. Please describe how the research group contributes to educational activities.
- b. How much time does the research group spend on teaching?

Fill in the table below and add a comment if necessary

	Name of study programme	Approximate time spent on teaching by research group members per year (hours including preparation)
BA-level		
MA-level		
PhD-level		
Other		
Comment		

1.6 Other information

Include any other information that you consider relevant for this evaluation.

Curriculum vitae **MAX 1 page**

Research group				Panel #	
Name:				CRIStin ID	
Sex:		Birth year:		Nationality:	
Academic position:					
Former academic positions (last 5 years)					
Academic degrees	<i>Degree, university and year:</i>				
Number of PhD-students (if relevant)				As main supervisor:	As co-supervisor:
Under supervision					
Completed degrees 2006-2016					
Number of publications				2007-2011	2012-2016
Peer-reviewed monographs					
Articles in peer-reviewed journals					
Book chapters					
Academic commentary editions					
Exhibition catalogues					
Translations (related to research area)					
Textbooks for educational purposes					
Popular scientific books					
Popular scientific articles					
Reports					
Please rank your three most important publications since 2007	1. 2. 3.				

Research group - Impact case study (optional)

The research group may document examples (cases) of the impact of their research beyond academia. The impact of the research is defined as any effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment and quality of life, beyond academia. Impact includes, but is not limited to, an effect on, change or benefit to:

- the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
- of an audience, beneficiary, community, constituency, organisation or individuals
- in any geographic location whether locally, regionally, nationally or internationally.

Effects on other research or effects within the submitting institution (for instance the effects on teaching within the institution) are not to be reported as impact cases.

How to report and submit impact-cases?

Please note the following requirements for reporting impact:

- The research underpinning the impact cases should be anchored within the research group.
- Both the research and the impact should have been produced within the last 10 – 15 years. Priority should be given to more recent examples.
- Use the template on the next page to report the impact. Please copy the form for the submission of more than one impact case, so that only one case is reported per form.
- Each case-study should be clearly named and saved in a separate pdf-file and attached to the self-assessment for the research group.
- The name of the file for each case study should be as follows:
SAMEVAL [institution]-[research group]- [short case name]

Template for case studies

Name of impact case: (max 10 characters)
Summary of the impact (maximum 100 words)
Description of the research underpinning the impact: (maximum 400 words.) (include names of key researchers in the group. A time frame for when the research was carried out should also be included).
Details of the impact (maximum 400 words) (include a description of how the research has contributed to the impact on society).
References to the research (scientific publications)
References to sources to corroborate the claims made about the impact (publications, reports, media items, policy papers, etc.)
If relevant: External references (external users or others who have witnessed the impact and could be contacted to corroborate the claims made in the reported research cases).

Appendix F: Damvad Fact sheet for Geography

On the factsheets from Damvad Analytics

The Factsheets are appendices to the Damvad Analytics's report *Social Science in Norway – Statistical analysis of publications and research personnel*, containing publication and research personnel statistics, and an analysis of social sciences in Norway. This factsheet presents a number of key indicators for each of the six evaluation panels, based on the listed individuals and their affiliations. The data presented summarize results for the last three years, 2014-2016. Please refer to the main report for descriptions of the data and method underlying the analyses.

Variables/indicators:

The indicators are based on the listed individuals and their affiliations. The data presented summarize results for the latest three years 2014-2016. Each factsheet shows indicator values for each of the institutions participating in the evaluation, for the research field in total and social science in Norway.

- **Number of NPI pub:** Total number of publications – counting publication qualified for being included in the Norwegian Publishing indicator
- **Pub Points:** Total publication points according to the Norwegian Publishing indicator
- **Number of listed individuals:** Total number of listed individuals per participating institution and faculty, not included are non-publishing individuals.
- **Share of L1 journals:** Share of NPI level 1 publications for NPI journal publications
- **Share of L2 journals:** Share of NPI level 2 publications – for NPI journal publications
- **Share of L1:** Share of NPI level 1 publications – for the total number of NPI publications
- **Share of L2:** Share of NPI level 2 publications – for the total number of NPI publications
- **PP per listed individuals:** Publication points per listed researcher – measuring the ratio of publication points per individual at each institution. The numbers may in some cases include individuals with more than one affiliation and/or individuals that are no longer affiliated with the given institution.
- **Avg. SJR:** SJR average for NPI publications indexed in Scopus
- **Avg. SNIP:** SNIP average for NPI publications indexed in Scopus
- **Impact OECD:** Impact relative to OECD – measured as Field Normalized Citation Score
- **Impact Norway:** Impact relative to Norway – measured as Field Normalized Citation Score
- **Impact Nordic:** Impact relative to the Nordic countries – measured as Field Normalized Citation Score.

Abbreviation	Description
SNIP	Source Normalized Impact per Paper (SNIP) SNIP measures the citation impact by normalising the citations based on the total number of citations in the research field. SNIP has the advantage of allowing direct comparison of publication sources in different subject fields. This makes it possible to compare the publication output across the diversified set of institutions.
NPI publications	The Norwegian Publication Indicator (NPI) Publications qualified to be included in the NPI are used as the basis for the performance-based basic funding system employed in Norway to distribute funding between institutions in the higher education sector as well as to the research institutes.
SJR	SCImago Journal ranking (SJR) The SJR takes into account both the number of citations received by a journal title and the prestige of the journal titles where such citations originate. As such the SJR indicator is a variant of the eigenvector centrality measure used in network theory. Here the measure establishes the importance of a node in a network, based on the principle that connections to high-scoring nodes contribute more to the score of the node.
Scientific Impact - FNCS	Field Normalized Citation Score (FNCS) The FNCS indicator considers differences in publication patterns for different scientific fields, publication types, and publication year. Finally, as an extra precaution to avoid overestimating the citation counts, we exclude self-citations, i.e. authors citing their own work. In calculating the scientific impact for each of the participating institutions relative to the average of Norway, the Nordic countries and OECD. As the average for the three benchmarks is equal to one, a value of e.g. 1.25 indicates that these publications receive 25 percentage point more citation than average.

Geography

Institution	Number of NPI pub	Pub Points	Number of listed individuals	Share of L1 journals	Share of L2 journals	Share of L1	Share of L2	PP per listed individuals	Avg. SJR	Avg. SNIP	Impact OECD	Impact Norway	Impact Nordic
CICERO	9	4.31	7	50%	50%	33%	67%	0.62	3.30	2.30	1.40	0.95	1.08
NF	18	10.87	7	69%	31%	67%	33%	1.55	2.21	1.70	1.12	0.90	1.00
NINA	86	31.20	11	85%	15%	83%	17%	2.84	1.84	1.23	1.60	1.40	1.35
NMBU	117	61.56	23	85%	15%	75%	25%	2.68	1.28	1.20	1096	0.756	0.83
NTNU-SVT	91	62.62	35	67%	33%	65%	35%	1.79	1.15	1.40	1.04	0.96	0.94
PRIO	50	57.41	13	68%	32%	44%	56%	4.42	1.00	1.22	1.19	1.09	1.16
UiA-SV	30	19.35	13	67%	33%	67%	33%	1.49	0.74	1.00	0.83	0.65	0.77
UiO-SUM	29	20.20	10	83%	17%	52%	48%	2.02	1.56	1.20	0.71	0.56	0.65
UiO-SV	92	64.80	37	70%	30%	44%	56%	1.75	1.51	1.34	1.16	0.93	1.02
UiT-HSL	40	24.01	10	86%	14%	75%	25%	2.40	0.52	0.84	0.75	0.95	0.77
UiB	67	54.44	28	81%	19%	72%	28%	1.94	1.37	1.26	0.74	0.75	0.72
VF	56	18.80	6	94%	6%	71%	29%	3.13	1.22	1.40	1.41	0.99	0.91
Geografi	709	467.10	178	79%	21%	67%	33%	2.62	1.31	1.25	1.23	1.06	1.06
Social Science in Norway	8945	7418.20	2611*	78%	22%	74%	26%	2.84	1.51	1.46	1.12	1.02	1.00

Source: DAMVAD Analytics 2017, based on data from Scopus, CRISTin and Research Council Norway.

Note: *) The total number of listed individuals 2611 does not include the 326 non-publishing individuals

Appendix G: Time frame for collected self-assessments and bibliometric data

Institutional self-assessment

Level 1 The Research institution	1.1 Organisation & strategy	
	1.1.c	the institution's strategic aims for the next 5-10 years
	1.1.e	the institutions who have been evaluated by the RCN within the last 15 years
	1.2 Resources & infrastructure	
	1.2.b	important upgrades over the past 5-10 years and/or new equipment needs.
	FACT SHEET	
Level 2 Research discipline(s) corresponding to the panel	Table 1	R&D expenditures and sources of funding (2014-2016)
	Table 2	Number of PhDs graduated at the institution per year (2014-2016)
	2.1 Employment	
	2.1.b	number of positions that have been announced within the research discipline during the past three years (2014-2016) and the number of qualified applicants (form 1)
	2.2 Scientific quality	
	2.2.a	most important contributions to the larger research community over the last 5-10 years. Please include a list of the most important publications resulting from the research in this period
	2.3 Societal relevance	
	2.3.c	ten important examples of dissemination/knowledge exchange activities of the research unit from the last 5-10 years.
	2.4 Impact case study	
	2.4.b	the research and the impact should have been produced within the last 10 – 15 years.

Research group self-assessment

CV	former academic positions	Last 5 years
	number of PhD- students with completed degrees	Between 2006-2016
	number of publications	Between 2007-2011 and 2012-2016
	your three most important publications	Since 2007
Impact case	the research and the impact should have been produced within the last 10 – 15 years.	

Bibliometric data

Research personnel data	The data used for the analysis of the research personnel covers the period 2005 to 2015.
Publication data	The data collected from CRISTin will cover the period from 2011 to 2016.
	The Scopus enhanced data will cover publications between 2011 and 2016. However, to ensure robustness of the citation analysis, publications published internationally after 2016 will not be included when assessing citations and impact.

Appendix H: Template for assessments of the units: institutions and research groups

1. [NAME OF INSTITUTION]

SECRETARIAT: A short introduction on establishment and development of the institution and its organization.

SECRETARIAT: Fact sheet

1.1 Evaluation of [Institution]

1.1.1 Organisation, leadership and strategy

ASSESSMENT: overall reasoning

- How do you review the leadership of the research area on an institutional level?
- Does the institution have adequate goals and a suitable or an unsuitable strategy to reach them?
- How do you consider the institutions' strategic focus (or lack thereof), taken into account its publication strategies, the national and international research collaboration?
- How does the institute make use of external research funding? Are the use of this funding reasonable, and/or is there room for improvements?

1.1.2 Institutional following up on previous evaluations

ASSESSMENT: overall reasoning

- Consider conclusions and recommendations from previous evaluations, and give your opinion on the way the reviews have been followed up.

1.1.3 Research environment (if relevant)

ASSESSMENT: overall reasoning

- How do you review the institutions policy for maintaining a fruitful environment for production and exchange of knowledge? (i.e. seminars, summer schools, guest lectures and scholars, etc)

1.1.4 Resources and infrastructure

ASSESSMENT: overall reasoning

- Does the institution provide adequate resources and infrastructure?
- Does the research area make good use of these?

1.1.4 Research personnel

ASSESSMENT: overall reasoning

- Are the area's hiring and career development practices consistent with best practice?
- Are PhD candidates, post-docs and junior faculty adequately trained and mentored?
- Has the institution implemented the European Charter and code and been awarded the brand "HR Excellence in Research, or what are the plans to implement the Charter?

- Is there a transparent career path?
- Is there sufficient national and international mobility of researchers?
- Is the balance among the research personnel appropriate in terms of gender, age and diversity?

1.1.5 Research production and scientific quality

ASSESSMENT: reasoning

Numerical scale, scientific quality, 5-1 (excellent–weak)

- To which extent does the institution pursue policies to improve and facilitate scientific performance of high quality?
- How is the productivity, the degree of originality and international profile?
- Evaluation of the cases from the institutions in the research area
- Has the institution contributed to advancing the state of the art in the research area /scientific discipline/ to interdisciplinary production of knowledge?
- How does the institution make use of interdisciplinary approaches, when these are relevant?

1.1.6 Interplay research-education: impact on teaching

ASSESSMENT: overall reasoning

- How is the balance between teaching and research?
- Are there established linkages between the research and the study programmes offered by the institution?
- Does the institution have a focus /strategy to secure / improve the interplay of teaching and research?
- How are eventual challenges addressed and handled?
- To what extent are students involved in staff research?

1.1.7 Societal relevance and impact

ASSESSMENT: reasoning + identify best cases

- Does the institution have strategies for dissemination, user-involvement and knowledge exchange? How do you review the strategies?
- Does the institution document relevant dissemination/knowledge exchange activities?
- Does the ongoing research at the institution have a linkage/association to thematic priorities set out in the Norwegian Government's Long-Term Plan for Research and Higher Education and other relevant policy documents?
- To what extent does research in the area benefit the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia? What is your overall view?

1.1.8 An overall review on profile, scientific quality and impact on institutional level

ASSESSMENT: overall reasoning

1.1.9 Feedback

1.2 Evaluation of [Research group A]

Short description of the research group.

ASSESSMENT: overall score 5-1

1.2.1 Organisation, leadership and strategies

ASSESSMENT: overall reasoning

- How do you review the leadership of the research group?
- How do you view the group's intellectual focus and strategy to reach them? Please take into account its publication strategies, the national and international research collaboration.
- Does the group make use of external research funding, and eventually how? Are the use of the external funding reasonable, and/or is there room for improvements?
- Does the research group contribute to the institution's overall goals or not?
- To which extent does the institution pursue policies to improve and facilitate scientific performance of high quality?
- Does the institution provide adequate resources and infrastructure, and how does the research group make use of them?

1.2.2 Research personnel: including recruitment, training, gender balance and mobility

ASSESSMENT: overall reasoning

- How is the group's hiring and career development practices? Are they consistent with best practice?
- How to you view the training and mentoring of PhD candidates and post-docs?
- Is the balance among the research personnel appropriate in terms of gender, age and diversity?
- How is the national and international mobility of researchers? Is it sufficient /insufficient and in which way(s)?

1.2.3 Research production and scientific quality

- How is the productivity of the research group, the degree of originality and its international profile?
Has the group contributed to advancing the state of the art in its discipline(s)? If yes, how?
- Does the group make use of interdisciplinary approaches, where these are relevant? How?
- How do you review the quality of the research overall?

1.2.4 Networking

ASSESSMENT: overall reasoning

- Does the group make good use of collaboration, nationally and internationally, to advance its strategy and produce high-quality, relevant research?

1.2.5 Interplay research-education: impact on teaching (if relevant)

ASSESSMENT: overall reasoning

- Does the research group contribute to educational activities?
- To what extent is the research of the group relevant for the study programmes at the host institution or other institutions?

1.2.6 Societal relevance and impact (if relevant)

ASSESSMENT: overall reasoning

- Does the research group document relevant dissemination/knowledge exchange activities?
- To what extent does research in done by the research group benefit the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia? What is your overall view?

1.2.7 Overall assessment

ASSESSMENT: overall reasoning

- What is the overall profile, and scientific quality of the research group?
- To what extent is the research group linked to / have an impact on the research environment at its institution?
- What is the overall significance of the research group in a national research area context?

1.2.8 Feedback

Appendix I: Template for an assessment of the ten most important publications listed by the institutions

Template for an overall assessment of the ten most important publications listed by the institution

The institutions have been invited to submit a list of ten most important publications. These publications are listed as the attachment of the institutional self-evaluation, and also available as pdf or open access links for further information.

The assessor should provide an overall assessment of these listed publications by the institution. The assessment is overarching, however, the publications can be consulted if/when relevant.

The overall assessment should be provided with the grading scale for scientific quality, along with reasoning.

Note that not all of the questions involve a quality criterion (for instance, to what extent are the publications interdisciplinary or co-authored does not imply a normative judgement), these criteria are proposed to link the assessment of publications to the overall assessment of the institutional aims and strategies for the field.

How would you assess the selected publication outlets (i.e. significance and quality of journals, publishers, book series)?
How would you assess the originality and significance of the publications within its designated field, nationally and/or internationally?
Are the submitted ten publications representative of the discipline in this institution? (i.e. do the publications represent few/many of the researchers and sub-themes of the discipline in this institution?)
<i>If relevant:</i> To what extent do the publications contribute to interdisciplinary research?
<i>If relevant:</i> To what extent do the publications include co-authoring with significant researchers on the field (nationally and internationally)?
To what extent do the publications reflect the stated thematic, theoretical and/or methodological foci of the institution?
How would you in broad terms assess these ten publications?

Appendix J: Template for an assessment of the publications of listed members at the research groups

Template for an overall assessment of the publications of listed members at the research groups

The research groups have been invited to submit one publication per member listed in the evaluation. The publication could be a scientific article or a book chapter. For monographs and other publications exceeding 30 pages, the main ideas and findings of the publication should be indicated. The selected chapter(s) should not exceed 50 pages. The panel will consider when external referees are needed for further assessment of the publications.

The assessors should review all the submitted publications in terms of their quality, and provide a single assessment for all of the publications submitted by the research group, following the template underneath. The assessment should be written with the assumption that parts of the text can be used for the section with the title “Research production and scientific quality”.

Please provide an overall assessment using the grading scale for scientific quality (5-1), as well as a short reasoning for the grade.

Note that not all of the questions involve a quality criterion (for instance, to what extent are the publications interdisciplinary or co-authored does not imply a normative judgement), these criteria are proposed to link the assessment of publications to the overall assessment of the research group aims, scope and strategies.

How would you assess the selected publication outlets, i. e. significance and quality of journals and other venues for publications.
How would you assess the scientific quality of the publications in terms of coherence of argument, methodology and overall analysis?
How would you assess the empirical contributions of the publications?
How would you assess the analytical and/or theoretical contributions of the publications?
<i>If relevant:</i> To what extent do the publications contribute to interdisciplinary research?
How would you assess the originality of the publications within its field, nationally/internationally?
<i>If relevant:</i> To what extent do the publications include co-authoring with significant researchers on the field, nationally and internationally?
How would you assess overall coherence of the research group publication output, that is, the level of shared thematic, theoretical and/or methodological foci in the group? To what extent do the publications reflect the stated thematic, theoretical and/or methodological foci of the research group?
Overall evaluation of the quality of publication output (reasoning and assessment scale for scientific quality)



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